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SELECT COMMITTEE ON MANPOWER TRAINING

HEARINGS
HELD AT
TORONTO

VOLUME
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DATE
October 11, 1962

J. R. Simonett, M.P.C.
Chairman



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SELECT COMMITTEE ON MANPOWER TRAINING

Hearings held before the Select
Committee on Manpower Training, at the
Parliament Buildings, Toronto, Ontario,
at 10.00 a.m., on October 11th, 1962.

AND ITS ADVISORY VOCATIONAL COMMITTEE

PRESENT:

MR. J. R. SIMONETT	CHAIRMAN
MR. J. H. WHITE	MEMBER
MR. J. CHAPPLE	MEMBER
MR. R. BRUNELLE	MEMBER
MR. J. BOYER	MEMBER
MR. A. E. THOMPSON	MEMBER
MR. R. J. HARRIS	MEMBER
MR. R. GISBORN	MEMBER
MR. E. P. MORNINGSTAR	MEMBER
MR. A. CARRUTHERS	MEMBER
MR. J. MORIN	MEMBER
MR. T. EBERLEE	SECRETARY
DR. J. CRISPO	DIRECTOR OF RESEARCH
PROF. LOGAN	



This Board has been operating secondary schools in which approximately 40% of the student body of some 16,000 persons (age 14 to 18 years) is enrolled in four-year courses leading to Grade 12 Secondary School Graduation Diplomas in Vocational Courses. We consider schooling of this sort provides a sound preparation for the introduction of these young folk to the work force and are pleased that the Federal and Provincial Governments through increased financial aid to local school Boards are encouraging more of our young folk to follow these branches of secondary education. It has been our experience that the possession of a saleable skill is a distinct asset to young persons about to enter employment and that the transition is most effectively and acceptably made in those subject areas where there has been close contact and consultation between the school and the employer. Generally speaking we have found that this articulation between school and employment leaves a good deal to be desired, especially if the student wishes to enter one of the trades where legislation governs entry to the field, progress with it and the achievement of craftsman status.

The Research Director of your Committee has outlined, in material supplied to our Board, the problems facing the Canadian economy at the present time. These problems have come about as a result of a number of factors, some of which are the following:

(A) The shift within Canada from an agricultural to a more diversified economy with a



considerable emphasis on manufacturing.

(B) The decreased need for unskilled workers and the vastly increased demand for skilled ones.

(C) The continuing need for the upgrading and retraining of many of our skilled workers.

(D) The "drying-up" of the flow into Canada of well-trained craftsmen and technicians from Britain and from Europe.

(E) Our lag in developing under present training schemes sufficient craftsmen and technicians for present and future needs.

(F) The feeding into the Ontario labour pool of increasing numbers of high school graduates and dropouts.

(G) The apparent lack of articulation between secondary Vocational Schools and that branch of Government which certifies craftsmen.

It is a well-known fact that in our rapidly changing economy there is pressing need on each of our citizens for continuous learning. In the professional field, engineers, teachers and doctors must attend clinics, conferences, demonstrations and lectures if they are to keep abreast of what is new in their respective fields. In the industrial area, older journeyman electricians find themselves completely lost in the world of radio, T.V., and electronics while an older auto mechanic is not at home when confronted with power steering or automatic transmission.

In Britain where there have been generations of experience with apprenticeship, training

constitutable elements of manufacturing.

(1) The decreased need for unskilled workers and the vast increased demand for skilled ones, and the continuing need for the upgrading and retraining of many of our skilled workers,

(2) The "brain-drain" of the flow into Canada of well-trained craftsmen and technicians from Britain and from Europe.

(3) Our lag in developing major present training schools at present craftsmen and technicians and present and future needs.

(4) The feeling that the greater labour pool of increasing numbers of high school graduates and dropouts.

(5) The apparent lack of coordination between secondary vocational schools and the branch of government which administers education.

It is a well-known fact that in our rapidly changing economy there is pressing need on each of our citizens for continuous learning, in the professions, in the sciences, in the arts and letters, in the social sciences, in the communications and in the industrial field. In the industrial area, older technicians and electricians find themselves completely lost in the world of radio, T.V., and electronics while an older auto technician is not at home when confronted with power steering or automatic transmission.

In Britain where there have been generations of experience with apprenticeship, training



long since moved away from the point where the novice learned merely the skills of his master. For many years the British apprentice has been required to attend technical school for one day per week. If the apprentices prove to be suited to their proposed craft they continue studies for the City and Guilds of London Certificate by the day release plan referred to above and by home study. It is usual at the end of 2-3 years' time for the apprentice to try his Intermediate examination. The courses being followed by the apprentice can be taken in scores of these technical schools or colleges which form an integral part of the country's regular secondary school system.

Canada with a relatively short experience in Secondary industry has never had a widely-established and firmly-rooted apprenticeship system though in eight of the ten provinces this traditional training system does operate and produce a total of about 4000 journeymen in 1959-60. Ontario has about 40% of the national total and in our province a minimum of Grade 10 education is expected for admission and 2 ten-week courses (one basic, one advanced) of formal schooling are taken during the four or five years of the apprentice's work experience.

At the present time, unlike the practice in Sweden or Japan or in the province of Quebec, comparatively little credit is given in Ontario for the four years of training given graduates from the Technical courses of the public secondary school system. A reduction of one year is given in Auto Mechanics and

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At the present time, unlike the practice in Sweden or Japan or in the province of Quebec, comparatively little credit is given in Ontario for the four years of training given graduates from the technical courses of the public secondary school system. A reduction of one year is given in Auto Mechanics and



MAY be given in the Building Trades to graduates of the four year Technical courses in the respective skills.

It is common knowledge too that in many trades a student who has completed grade XII (4 years) in a special technical skill finds himself at the same level as a person with two years or less of secondary schooling.

A better definition of the basic requirements for beginning apprenticeship and of the allowances made for training taken in approved secondary schools is not only desirable but imperative as increasing percentages of the 14 to 18 year age group continue in the secondary schools which over the past few years has been encouraged by generous Federal and Provincial grants to provide shops and other facilities where an increasing proportion of high school students can be given a greater variety of skills prior to entering the work force. That such skills are of great value is a fact widely recognized but one placed strikingly in focus in evidence presented to the Senate Committee on Manpower & Employment (1960-61).

Evidence given there indicates that the possession of the vocational (and social) skills acquired during four years of schooling makes the High School graduate much less subject to unemployment than persons with less education. It might be pointed out that literally thousands of Ontario adolescents by reason of years spent in vocational schools have been given substantial occupational skill, and while mastering this, have also acquired through the related academic subjects the understandings and added wisdom that are

will be given in the Building Trades to graduates of the
 four years technical courses in the respective skills.
 It is common knowledge too that in many trades a student
 who has completed grade XII (4 years) on a special
 technical skill finds himself at the same level as a
 person with two years or less of secondary schooling.
 A person definition of the basic
 requirements for building apprenticeship and of the
 allowances made for training taken in approved secondary
 schools is not only feasible but imperative as the
 building profession is in a position to its own group
 within the secondary schools which cover the vast
 for years has been characterized by generous financial aid
 provided grants to cover the shops and other facilities
 which are necessary for the education of high school students
 and in view of the very nature of this factor to
 building a school of that sort, this is an all right
 thing to do. It is not necessary to see further
 although it is in fact in every way possible to see that
 the state of the world is in a position to see that
 it can be given these facilities that
 in possession of the vocational (and social) skills
 required during four years of schooling under the high
 school standards which have been subject to improvement than
 persons with less education. It might be pointed out
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 reason of years spent in vocational schools have been
 given substantial occupational skills, and in the master-
 ing this, have also acquired through the related academic
 subjects the understanding and added wisdom that are



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4 the products of additional knowledge and physical and
5 mental maturity. Indeed it may well be that if there are
6 no job openings for such persons as typists, schools
7 would still be justified in teaching typing, not merely
8 for its personal use or value but because through the
9 students interest in that subject he is encouraged to
10 some accomplishment in the English, History, Geography,
11 etc., that he also studies -- subjects that by them-
12 selves would be not only drab and uninteresting but
13 entirely unacceptable.

14 Reference has been made previously to
15 the Ontario apprenticeship system which has been based
16 on the British one. Because there is no well established
17 and substantial pattern of accompanying formal education
18 and of generally recognized standards, Ontario journeymen
19 face something of a dead-end because there is no
20 recognized programme of further study that will enable
21 them to prove to the satisfaction of an employer that they
22 have upgraded themselves within their craft field or to
23 permit them to progress into the field of the technician
24 or even the professional. For example, it would seem
25 that any training or requirement for a vocation -- let
26 us take welding as an example (this does not require
27 an apprenticeship) should have prepared for it a standard
28 of achievement and a course of study for (A) pipe
29 welding (B) stainless steel welding (C) aluminum welding
30 (D) flat welding, etc. The existence of such a course
and the possession of the appropriate certificate would
be of value to the holder, the prospective employer and
to industry as a whole.



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5 Training plans in effect in many
6 countries do recognize such differing levels of achieve-
7 ment with the craft.

8 A number of countries have experienced
9 their intensive industrial development in comparatively
10 recent times and because our situation may resemble
11 theirs more nearly than Britain's, reference should be
12 made to them. In all these countries, including Canada,
13 a system of public secondary education had been developed
14 before the pace of industrial development became rapid.
15 In such countries as Sweden, Holland and Japan pre-
16 employment vocational training rather than on-the-job
17 apprenticeship is the national pattern for assuring a
18 supply of craftsmen. In the countries mentioned a
19 direct route is followed from about the ninth year of
20 schooling through pre-employment vocational training
21 institutions to a job. Additional competence and formal
22 journeyman status comes after one or more years in the
23 trade.

24 The same plan is followed in the
25 province of Quebec where the four-year graduate from the
26 technical school is given credit up to three years of
27 the four required in some trades. Craft status is not
28 attained till at least one year of on-the-job experience
29 has been obtained. It should be noted that Quebec
30 students, entering these courses are on the average about
one year older than those entering the first year of the
Ontario secondary system.

Reference has been made earlier to the
need for keeping training procedures flexible and

Training plans in effect in many

countries do recognize such differing levels of achieve-

ment of the world.

A number of countries have experienced

their intensive industrial development in comparatively

recent times and because of this situation may resemble

industrialized nations. In all these countries, including Canada,

a system of adult education has been developed

before the need for adult development became acute.

In such countries as Sweden, Finland and Japan pre-

vious vocational training, which was on a job

apprenticeship or the like, was not for training a

supply of workers. In the countries mentioned a

direct route is followed from school to work and

there are no separate vocational training

institutions to a job. Vocational competence and know-

ledge are gained in one or more years in the

schools.

The same law is followed in the

university of Japan where the university graduates from the

university school is given credit in the first year of

the law school in the first year. (The law school is not

attained until at least the year of college for experience

has been obtained. It is not so with the law school.

Students entering these schools are at the average about

the year of law than those entering the first year of the

University has been made earlier to the

and for keeping training procedures flexible and



progressive so that a dead-end does not develop in the trade. Provision must be made for continuous growth on the part of the worker.

The British system and most European ones provide an open end at craft and technician level. This means it is possible for candidates to proceed by following a definite series of part or full-time day and evening classes to move from journeyman to technician status or still onward to professional qualification. The course requirements within both journeyman and technician brackets are definitely prescribed and are offered in hundreds of technical colleges so that the worker who moves to a new town may pick up a course at the precise point he left it in his former location. To achieve this degree of flexibility requires well-defined courses of known content that are recognized and accepted nationally by workers and by industry.

SUMMARY

1. If Canada is to improve or even maintain its present standard of living, we must develop our secondary industries and market our manufactured products in competition with other exporting nations.

2. Our keenest competition for foreign markets will continue to come from those nations with the most skillful and technically competent labour force.

3. Our keenest competitors for foreign markets are countries that have organized the training of their skilled workers and technicians as an integral part of their regular educational programme so that

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trade. Provision must be made for continuous growth on
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following a definite series of part or full-time day
and evening classes to move from journeyman to technician
status or still onward to professional qualification.
The course requirements within both journeyman and
technician brackets are definitely prescribed and are
offered in a number of technical colleges so that the
worker who moves to a new town may pick up a course at
the precise point he left in his former location.
The certificate is based on flexibility; it is well-
known courses of known content that are recognized and
accepted nationally by government and industry.

1. It tends to be to improve or even maintain
its present standard of living, we must develop our
secondary industries and make our manufactured products
in competition with other exporting nations.
2. The heaviest competition for foreign
markets will continue to come from those nations with
the most skilled and technically competent labour force.
3. Our heaviest competition for foreign
markets are countries that have captured the training
of their skilled workers and technicians as an integral
part of their regular educational programme so that



vocational training is as basic a part of their educational systems as are their elementary or secondary schools.

4. In all these countries there is a high degree of cooperation amongst school authorities, labour organizations, employer associations and professional bodies to achieve maximum over-all technical competence on a national level and "in the national interest."

5. In most of these countries provision has been made for a hierarchy of courses and of job training that makes it possible for an unskilled person to pass progressively to the craftsman, the technician, and in some cases to the professional category. In achieving this, use is made of full or part-time day and evening classes in various types of schools.

6. In most countries provision is made for the retraining of workers whose jobs have disappeared and of those who require additional skills for new phases of their work.

7. To provide for an increased competence including a progression from one category to a higher one, acceptable standards must be established and maintained. In Britain the City and Guilds of London Institute set examinations at the craft level. In other countries Chambers of Commerce and industries are the regulatory bodies and in still others Vocational Training Boards in cooperation with representatives of industry and the crafts.

RECOMMENDATIONS

1. That some branch of the Provincial

Vocational training is as basic a part of their education as systems as the their elementary or secondary schools.

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organizations, employer associations and professional bodies to achieve maximum overall technical competence on a national level and "in the national interest."

In most of these countries provision has been made for a hierarchy of courses and of job training that makes it possible for an unskilled person to pass progressively to the craftsman, the technician,

and to move on to the professional category. In evening classes, and in some of full or part-time day and evening classes in various types of schools.

In most countries provision is made for the training of workers whose jobs have disappeared and of those who require additional skills for new phases of their work.

The provision for an increased competence including a progression from one category to a higher one, and the training that is carried out and maintained in various forms and levels of education and examinations at the craft level. In other countries Chambers of Commerce and Industries are the regulatory bodies and in still others Vocational Training Boards in cooperation with representatives of industry and the crafts.



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4 Government of the Province of Ontario be given the
5 responsibility for planning, developing, coordinating
6 and financing the development of the various kinds of
7 skill training required in Ontario.

8 2. That because the public secondary school
9 system of this Province offers pre-employment vocational
10 training as an integral part of the regular system of
11 schooling, the major share of the responsibility in
12 respect of Recommendation #1 above be vested in the
13 Provincial Department of Education.

14 3. That in the planning and development
15 of this training programme the full cooperation of
16 employment service, labour unions, Board of Trade and
17 industrial organizations be sought and utilized to the
18 fullest degree.

19 4. That acceptable standards of skill,
20 technical knowledge and competence at all levels be
21 identified by diplomas.

22 5. That vocational and academic units
23 whether provided as secondary day or evening schools,
24 Trade Schools, Technical Institutes, etc., be equated so
25 that those taking training may be assured they possess
26 readily transferable credits.

27 THE CHAIRMAN: Thank you, Mr. Secretary.
28 The procedure, gentlemen, we have questions now on the
29 brief from members. Either one of you gentlemen can
30 answer them.

DOCTOR FIELD: Very good, whichever
one happens to be competent.

MR. THOMPSON: Mr. Chairman, I wonder

Government of the Province of Ontario be given the responsibility for planning, developing, coordinating and financing the development of the various kinds of skill training required in Ontario.

1. That because the public secondary schools system of this Province is an efficient vocational training system as an integral part of the regular system of schooling, the major share of the responsibility in respect of reorganization of schools is vested in the provincial government of Ontario.

2. That in the training and development of this training programme, the full cooperation of employers, colleges, labour unions, boards of trade and industrial organizations be sought and utilized to the greatest degree.

3. That vocational education of skills, technical knowledge and competence at all levels be identified by legislation.

4. That vocational and technical training be provided as secondary day or evening schools, trade schools, technical institutes, etc., be so organized that those having training may be assured they possess a highly transferable quality.

THE CHAIRMAN: Thank you, Mr. Secretary. In procedure, gentlemen, we have questions now on the chief from members. Would one of you gentlemen care

MR. SPEAKER: Very good, whichever one happens to be convenient.

MR. SPEAKER: Mr. Chairman, I wonder



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4 if you could clarify this --- first of all, I would say
5 that from my own point I am impressed with the emphasis
6 on this brief on having an aggressive approach for
7 various types of training, standardization and certifi-
8 cation all along the line. I think this is something
9 that is very important.

10 I notice you are mentioning the need
11 for articulation between the school and the employers.
12 I am wondering whether you can elaborate more on that?
13 Do you feel there is a gap now?

14 DOCTOR FIELD: That springs from the
15 fact that the regulations respecting apprenticeship
16 training is under the Department of Labour and vocational
17 training, which is given in our schools, is under the
18 Department of Education. I think this is the point.

19 MR. THOMPSON: That brings up another
20 question. I notice the Department of Labour, as I
21 understand some of the arguments raised by certain people
22 for apprenticeship staying in the Department of Labour,
23 is the fact that they have liaison, close contact with
24 both unions and industry which academics in the
25 Department of Education may not have. Why do you feel
26 the Department of Education would be able to develop
27 this contact better than the Department of Labour?

28 DOCTOR FIELD: I suppose one must first
29 of all recognize that liaison is required in both
30 directions, as far as apprenticeship training is concerned.
On the one hand there is no doubt, as you say, that
close relationship and liaison is required with trades,
industry.

is you could clarify this -- first of all, I would say that from my own point I am impressed with the emphasis on this point on having an aggressive approach for various types of training, standardization and certification all along the line. I think this is something that is very important.

I notice you are mentioning the need for coordination between the school and the employers. I am assuming that you can elaborate more on that. Do you feel there is a gap now?

SECTION FIVE: That speaks for the

last part of the negotiations regarding apprenticeship training is under the Department of Labour and Vocational Training, which is given in our schools, is under the Department of Education. I think this is the point. Mr. WOODS: That brings up another

question. I notice the Department of Labour, as I understand some of the arguments raised by certain people for systematically training in the Department of Labour, is the fact that they have liaison, close contact with both unions and industry which activities in the Department of Education may not have. Now, do you feel the Department of Education would be able to develop this contact better than the Department of Labour? I suppose one must first

at all recognize that liaison is required in both directions, as far as apprenticeship training is concerned. On the one hand there is no doubt, as you say, that close relationship and liaison is required with trades,



On the other hand, we feel that there ought to be closer link to the pre-vocational training which is given in the Department of Education. There is liaison required in both directions.

The question is: Which is more important? There may be a difference of opinion on this. The primary objective of our brief was to suggest that articulation is required, that closer co-ordination is required in these two areas, and to suggest that this is one way of doing it. This is one way it could be done, but the need for it, closer co-ordination between the two types of training, in my opinion, is the urgent requirement. Perhaps an example from Britain or Europe might be produced in this case.

DOCTOR PATTEN: I would think, sir, that apprenticeship developed at a time, certainly in Britain, a generation ago, and it developed here at a time when the journeyman passed on his content of skills to his novice, to his apprentice. I submit that the content was maybe static a hundred years ago, comparatively static. There were tricks to the trade.

However, over the last thirty, forty years education, science, industry, has been developing at such a steady and tremendous rate that it is not enough to pass on a static body, all the tricks of the trade; that along with it has to go education, basic education that will help you to go the next mile and fit yourself into the next niche.

Britain was wise enough to recognize this in tying the formal schooling to the apprenticeship

On the other hand, we feel that there ought to be closer link to the pre-vocational training which is given in the Department of Education. There is a liaison required in both directions.

The question is, which is more important? There may be a difference of opinion on this. The primary objective of our Panel was to suggest that articulation is needed, the closer co-ordination is required in these two areas, and to suggest that this is one way of doing it. This is one way it could be done, but the need for it, closer co-ordination between the two types of training, in my opinion, is the urgent requirement. Perhaps we can learn from Britain or Europe what might be done in this case.

Other people would think, sir,

that apprenticeship developed at a time, certainly in Britain, a generation ago, and it developed more as a time when the government placed on the content of skills in his country, so his experience, I submit that the apprenticeship was many years ago, comparatively speaking, and not right to the present.

However, over the last thirty, forty years education, science, industry, has been developing at a steadily and tremendous rate that it is not enough to pass on a static body of the tricks of the trade; that along with it has to go education, basic education that will help you to go the next mile and fire yourself into the unknown.

Britain was wise enough to recognize this in trying the formal schooling to the apprenticeship



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4 system, and by tying it in with the system of continuous
5 study so that I think it is no accident that so many of
6 our technicians over the past decade, so many of our
7 good technicians have come from Britain and the Continent.

8 We have not made any move, or very
9 little move to do this kind of thing; to recognize the
10 need for retraining. We, in the schools, have been
11 offering vocational training which is maybe dead-ended,
12 with the exception of the year that a boy can be offered
13 in the motor mechanics, certain branches of the motor
14 mechanics trade, so you have the spectacle of the good
15 lad who has survived four years in a good technical
16 course to what we call the junior matriculation, going
17 out into the trade and being on a par, from a technical
18 apprenticeship point of view, with the chap who may have
19 slid in under the bar with grade eight or grade nine
20 education when technically he is supposed to have a
21 grade ten.

22 This lad enters and goes over the same
23 three or four years of training, under the present scheme.
24 To answer the question directly, you do not take a
25 static, relatively static content of skills and transmit
26 them today. The whole picture is changing so rapidly
27 that you must to make production in the boy, give him
28 mathematics, and physics, the things that are going to
29 help him understand the why of the new operation.

30 THE CHAIRMAN: You would feel there
should be more designated or certified trades for these
boys that you speak of that are slipping under the wire?
This would stop that would it not?

system, and by trying it in with the system of continuous study so that I think it is no accident that so many of our technicians over the past decade, so many of our good technicians have come from Britain and the Continent, to have not made any move, or very little move to do this kind of thing; to recognize the need for retaining. Now, in the schools, have been offering vocational training which is maybe dead-ended, with the exception of the fact that a boy can be offered in the motor mechanics, certain branches of the motor mechanics trade, so you have the spectacle of the good lad who has survived four years in a good technical course to what we call the motor matriculation, going out onto the street and being in a way, from a technical apprenticeship point of view, with the chap who may have said in school the day with him of grade nine education what to do, he is supposed to have a

Which lad enters and goes over the same time or four years of training, under the present scheme of transfer. The question is, if you do not take a second, relatively static content of skills and transmit them today. The whole picture is changing so rapidly that you must be able to make a selection in the boy, give him mathematics, and physics, the things that are going to help him understand the why of the new operation. THE QUESTION: You would feel there should be more designated or certified trades for those boys that you speak of that are slipping under the wire? This would stop them from it now?



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4 DOCTOR PATTEN: Yes. I think this sort
5 of thing should be more clearly defined. Doctor Field
6 suggested that we might give you an example that would
7 show how we worked in two separate compartments.
8 For fifteen years we have run a hairdressing course in
9 Ottawa in one of our schools, a two-year course. The
10 girls left, tried an examination set by the Department
11 of Labour, were given a diploma and generally did a
12 pretty good job, I think, in the City in these years
13 that this course operated.

14 Now, maybe we should have known about
15 this, but hairdressing is declared a designated trade.
16 I submit that maybe we were at fault in not realizing
17 this was happening. The terms of admission, and so on,
18 and the requirements of the instructors and the operation
19 of schools were set up in spite of the fact that we had
20 been working in this area for fourteen years.

21 We find the two branches of government
22 working independently of one another regardless of
23 whether it was our fault or somebody else's fault, and
24 this kind of thing, Mr. Chairman, I do not think should
25 be happening.

26 Printing, for example, in Ottawa is
27 another instance where a boy will survive four years of
28 schooling in a technical school where he gets a pretty
29 good kind of training. He goes into printing, in other
30 words, into the Ottawa Citizen and it is just a case of
catch-as-catch-can whether he is allowed anything for
being a helper with a junior matriculation certificate;
for the work he has done in the school.

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4 DOCTOR CRISPO: In this connection what
5 would you think of the possibility of having some sort
6 of blanket credit system?

7 DOCTOR PATTEN: I disagree with this.
8 The standards in our technical schools vary all over the
9 lot.

10 DOCTOR CRISPO: What would you think
11 of the possibility of examinations at various levels in
12 the apprenticeship programme? When a lad came out of
13 a technical school, he can write a first examination,
14 gets credit for that. If he can successfully complete
15 the next examination, he gets credit for this rather
16 than going for some sort of a blanket credit system?

17 DOCTOR PATTEN: Personally I would think
18 there would be no better way of bringing the technical
19 course into line if there was this wide variation, and
20 I am sure there is, sir. There would be no better way
21 of whipping them into line than by a series of examina-
22 tions at different levels. I am sure we would conform
23 pretty quickly.

24 DOCTOR FIELD: Also provide for the
25 transfer of authority as is mentioned in this paper.

26 THE CHAIRMAN: Under recommendation 4
27 that acceptable standards of skill, technical knowledge
28 and competence at all levels be identified by diplomas,
29 I think there has been some discussion on this. Who
30 would be granting these diplomas? Would it be the
Department of Education or the Department of Labour?

DOCTOR FIELD: This surely would depend
on what decision was made for the primary jurisdiction

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4 over the system. It might transfer, at some stage.

5 I think I would say in our minds one
6 of the reasons I am suggesting this might be under the
7 Department of Education is to maintain continuity through
8 the whole thing. It might be conceivable that one can
9 transfer responsibility from one department to another.
10 I think whoever has responsibility for the training at
11 a particular level would be the one to issue the diploma.
12 Since we are talking now about a diploma, this is
13 commonly given by the Department of Education.

14 THE CHAIRMAN: That is the point there.
15 Until a person reaches his skill and gets to be a journey-
16 man, it would seem to me possibly better for the
17 Department of Education to issue a certificate, and then
18 after a journeyman, if they upgrade themselves, that
19 would be the Department of Labour from there on.

20 DOCTOR FIELD: This would sound like a
21 most obvious break-off point between the two responsi-
22 bilities. I should think it would certainly be a good
23 thing if one could have a continuous development of
24 skills from the time a boy entered technical school until
25 he did obtain journeyman status and, as you say, any-
26 thing after that might perhaps be a responsibility of
27 the Department of Labour.

28 MR. BOYER: Did I understand Doctor
29 Patten to indicate that in the United Kingdom the
30 educational authorities look after the apprentice system?

DOCTOR PATTEN: There is a very close
tie-in between the various Guilds and the schools, the
technical schools where these boys do their half day or

over the system. It might transfer, at some stage.

I think I would say in our minds one

of the common, I am suggesting this might be under the
Department of Education to maintain continuity through
the whole thing. It might be conceivable that one can
transfer responsibility from one department to another.

I think whoever has responsibility for the teaching at
a particular level would be the one to issue the diploma.
Since we are talking now about a diploma, this is

commonly given by the Department of Education.

THE CHAIRMAN: Let us go to the point there.

Until a person reaches his skill and then to be a journey-
man, it would seem to be good to have a better for the

Department of Education to have a certificate, and then
also a journeyman. It may be a certificate, that

would be the standard of what I am talking about.

THE CHAIRMAN: This would seem like a

very good idea. I should think it would certainly be a good
thing if one could have a continuous development of

skills from the time a boy enters technical school until
he has reached his own and, as you say, journey-

man after that might perhaps be a responsibility of
the Department of Labour.

THE CHAIRMAN: All I understand is that

there is no indication that in the United Kingdom the
educational system is not after the apprentice system.

THE CHAIRMAN: There is a very close

relation between the various bodies and the schools, the
technical schools where these boys do their half day or



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4 day per week.

5 MR. BOYER: As far as the government
6 is concerned, what part of the government controls the
7 apprenticeship system?

8 DOCTOR PATTEN: I cannot answer this,
9 sir.

10 DOCTOR FIELD: It does occur to me in
11 higher level education, in engineering, for example,
12 a degree in engineering is given by an educational
13 authority. If you want to put P.Eng. after the name in
14 Ontario, this is a professional society, corresponding
15 to a labour group in the less skilled persons.

16 Similarly, in the medical profession
17 a degree is given under an educational authority.
18 Further qualification in the profession is a matter for
19 the profession itself to look after.

20 It does seem to me this has worked in
21 at least these two other areas which would indicate that
22 the qualification for the trade, or profession, might
23 well be considered a completely educational responsibility
24 and further development within the trade one for the
25 Department of Labour.

26 DOCTOR CRISPO: It is my belief that
27 the City and Guilds set the examination, the standards
28 of education, and will make sure their people are
29 educated sufficient to meet these standards. I do not
30 see why a Labour Department would be directly involved
in this process.

MR. BOYER: This is a Guild certificate
though that is granted?



has been used.

MR. ROYER: As far as the Government

is concerned, that part of the Government controls the

right to license a profession.

ROBERT HATLEY: I cannot agree that

ROBERT HATLEY: It does occur to me in

higher level education, in engineering, for example,

a degree in engineering is given by an educational

authority. If you want to put B. Eng. after the name in

status, this is a professional society, corresponding

to a to the group in the less skilled persons.

Similarly, in the medical profession

a degree is given under an educational authority.

Further qualification in the profession is a matter for

the profession itself to look after.

It does seem to me this one working in

or less, there are other areas which would indicate that

the qualification for the trade, or profession, might

well be considered a completely educational responsibility

and further development within the trade and for the

development of the trade.

ROBERT HATLEY: It is my belief that

the G.I. Bill and the other legislation, the standards

of education, and I think that people are

educated according to meet these standards. I do not

see why Federal Government would be directly involved

in this process.

MR. ROYER: There is a Gold Certificate

though that is not the



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4 DOCTOR PATTEN: It is a Guild certificate.

5 DOCTOR CRISPO: I do not know whether
6 it bears the stamp of approval from any Labour Department.
7 The Guilds have built up a tremendous reputation.

8 THE CHAIRMAN: They are recognized by
9 the trade over there.

10 DOCTOR CRISPO: Yes.

11 MR. EBERLEE: The City and Guild would
be a quasi official body anyway?

12 DOCTOR CRISPO: Yes.

13 PROFESSOR LOGAN: Some place here I
14 think we need to have a clear conception of this. The
15 Department of Labour provides the material, the
16 Department of Education is responsible for articulating
17 it, if that is the right word, and putting it across in
a manner calculated to get the best results.

18 I believe there is a feeling in the
19 Department of Labour that they are close to industry,
20 close to employers, presumably and labour. That is the
21 meaning of the Department of Labour, and the line is
22 drawn quite distinctly I think in the minds of the
23 Department of Labour that the provision of the material
24 is, by reason of their close association with industry
25 and by reason of the fact that very large percentages
26 of time is put on the bench work, perhaps too much,
27 that this is the way it stands here and the Department
28 of Education may well have their criticism of the way in
29 which they are doing the work. I think there is some
evidence that there is some criticism of their not
30 having enough say of their examinations carried through



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4 and attached to the individual who does well as contrasted
5 to one who does poorly, but the Department of Labour
6 does provide the material and allows the Department of
7 Education precepts to hold sway down at the P.I.T.

8 THE CHAIRMAN: On the new technical
9 schools though the Department of Labour is not furnishing
10 the material for that?

11 PROFESSOR LOGAN: No.

12 THE CHAIRMAN: This is the point. Now
13 we have reached a different point than we were on before
14 because we have technical schools being built.

15 DOCTOR PATTEN: I think, Mr. Chairman,
16 in the last twenty years you have had pretty full
17 employment. The youngsters drop out of school at any
18 point, maybe grade nine if he was sixteen years of age,
19 and he could pick up a job that would pay him more money
20 than he could get as a junior apprentice, but I think
21 we are conscious of the fact that the times have changed
22 and that a selling job has to be done to prospective
23 employers, and I think when you had employers on the
24 phone "Would you send us anybody and we will give him a
25 job" that day is past.

26 We are at a time when employers are
27 going to pick and choose and have to pick and choose if
28 they are going to survive, if they are going to produce,
29 so that in some manner or other what we are doing in
30 the schools and under the Robarts' Plan, sir, with the
emphasis that is being placed on technical education
and vocational training, it is incredible, it is just
impossible that we are going to spew these people out

unattached to the individual who does well as contrasted to one who does poorly, but the Department of Labour does provide the material and allows the department of education proceeds to hold sway down at the F.I.C.

THE CHAIRMAN: On the new technical schools though the Department of Labour is not furnishing the material for them?

PROFESSOR LOCKE: No.

THE CHAIRMAN: This is the point. Now we have reached a different point than we were on before because we have technical schools being built.

THE CHAIRMAN: I think, Mr. Chairman,

in the last twenty years you have had pretty full employment. The youngsters drop out of school at any point, maybe grade nine if he was sixteen years of age, and he could pick up a job that would pay him more money than he could get as a junior apprentice, but I think we are conscious of the fact that the times have changed and that a selling job has to be done to prospective employers, and I think when you had employers on the phone "Would you send us anybody and we will give him a job" that day is past.

We are at a time when employers are going to pick and choose and have to pick and choose if they are going to survive, if they are going to produce so that in some manner or other what we are doing in the schools and under the boards' plan, sir, with the emphasis that is being placed on technical education and vocational training, it is just incredible that we are going to show these people out



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4 on a labour market where there are no rules for taking
5 them in. To me this is absolutely incredible.

6 MR. EBERLEE: I think one of the argu-
7 ments that the Labour Department has used in the past
8 is that apprenticeship is training on-the-job. It is
9 employment rather than education and they, of course,
10 maintain that you cannot teach a trade in a classroom,
11 that it has to be learned on the job.

12 This is one of the basic issues that
13 this Committee will have to resolve, whether you can
14 train in the classroom or on the job and then having
15 resolved that, I suppose you could then determine whether
16 the Department of Education or the Department of Labour
should be the body that administers.

17 Beyond that, what we seem to be getting
18 into is sort of an adult education system. Who would
19 administer that at the local level? Would the local
20 boards of education be prepared to go beyond grade
21 thirteen and really begin administering an adult
education system?

22 DOCTOR FIELD: I think we are slowly
23 going to be forced into this. We recognize this is
24 possible. This is very likely to occur and we have
25 already in this last year supported the adult education
26 and we have classes operating now in this respect. This
27 is not, in our opinion, entirely new to us, anyway. We
28 have operated a night programme for years where our
29 night attendance was of the same order as members of our
30 day attendance. Very large number of people go to our
schools, secondary schools and take further education



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4 at night.

5 These are generally adults. It is
6 basically an adult education programme so that we would
7 not find anything strikingly new in this. The aspect
8 we are now discussing would be somewhat different. It
9 is not different in principle. It is different, to some
10 extent, in time. I think that is something that
11 certainly in Ottawa our Boards of Education could
12 accept. As I have said, we are already in this in
13 several areas anyway.

14 MR. THOMPSON: One of the problems I
15 guess you have in the adult education field is correct
16 recognition for taking this course. There is no diploma
17 given for people having adult education courses at night,
18 or there has not been up to now, and secondly, I think,
19 if I am right, a number of adult education courses are
20 in the more recreational area.

21 DOCTOR FIELD: Well, this is perfectly
22 true, Mr. Chairman. Many of our night classes are in
23 leather work, painting, sewing, dressmaking, millinery,
24 and so on, but these border on the trades you need.

25 After all, if you are given a course
26 in millinery, course in dressmaking, this is certainly
27 of the essence of a trade. It is true that we do not
28 give the individual, at the end of the time, a diploma,
29 but there is no reason why some of these things could
30 not become recognized as designated trades and a course
of study were laid down and approved, that we could not
give a diploma. As a matter of fact, we would rather
like to give a diploma. We were discussing that,



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4 Doctor Patten and I, as we came up today. We give
5 foreign immigrants courses in English and so on, and
6 maybe it would be a nice thing if we could give them a
7 diploma at the end of this period. This is a little
8 off beat because it is not a trade, but there is no
9 reason at all why we should not give a diploma.

10 THE CHAIRMAN: Do you think if we had
11 more designated trades we could get our young people in
12 a trade and grant diplomas, eventually we would run out
13 of this older group upgrading their skills that they
14 already have?

15 DOCTOR FIELD: One would hope this would
16 be so. I believe one has got to recognize that today
17 we are living in a world of explosive technology where
18 science and technology is bringing things to us every
19 day which are different from what we had before.

20 Doctor Patten already mentioned in the
21 brief there is something about that a man who could do
22 electrical wiring is not as good, or is lost with T.V.
23 These skills are going to become more and more complex
24 as time goes on, and I suspect that we are going to still,
25 no matter what we do, we are going to be faced with a
26 period of retraining for certain people if they want to
27 develop their skills further.

28 In our whole educational system where
29 we employ teachers with one grade of certificate, as
30 they teach they take summer courses and are able to
increase their category from first to the second, or
third to the fourth, and so on. In other words, one of
the important items in this, which is part of what we

Doctor Hansen and I, as we came up today. We give
foreign immigrant courses in English and so on, and
maybe it would be a nice thing if we could give them a
diploma at the end of this period. This is a little
odd, but because it is not a trade, but there is no
reason at all why we should not give a diploma.

THE CHAIRMAN: Do you think it is not

more desirable that we could get our young people in
a trade and grant a diploma? Generally we would not get
of this other group, regarding their results that they
already have?

DOCTOR HANSEN: I would hope this would

be so. I believe we are not so successful today
we are living on a basis of exclusive technology where
science and technology is bringing things to us every
day which are different from what we had before.

DOCTOR HANSEN: I have already mentioned in the

past that in regard to what a man who could do
the most thing is not as good, or is less than 1.5,
there is a very big difference in the work and the complexity

as time goes on, and I suggest that we are going to still
no matter what we are going to be faced with a
period of retarding our growth if they want to
continue to be in the same position.

DOCTOR HANSEN: I have already mentioned in the

we employ persons with the kinds of certificates as
they reach they have some courses and are able to
increase their knowledge, first to the second, or
third to the fourth, and so on. In other words, one of
the important things in this, which is part of what we



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4 are discussing, is having all these trades and skills
5 open-ended at the top so that people can take further
6 courses, develop their skills to a greater extent,
7 obtain new qualifications and improve their position.
8 As it occurs with the teaching profession, there is no
9 reason why it should not occur with many of the crafts
10 and trades and I think because of the explosive nature
11 of our current technology, there is going to be more
12 and more required of this with every year that passes.

13 MR. HARRIS: Just to follow that through,
14 what you mean in that paragraph 5 there, I think on the
15 second page, is the one you are mainly speaking about
16 at the moment, a young fellow that does not go through
17 apprenticeship, is above average, there should be some
18 place else to go than Ryerson and then the University
19 and then the top?

20 DOCTOR FIELD: That is right. We should
21 think of this as a progressive system with many layers
22 of skills and a way for these people to move from skill
23 to skill by designated levels.

24 THE CHAIRMAN: A carpenter, would you
25 want to grade him A, B, C, D? I think it should be.

26 DOCTOR FIELD: Yes. In carpenters
27 there is a big difference between what used to be called
28 rough carpentry and a skilled cabinet maker. There are
29 various stages in between. There is a difference between
30 the skills in these cases.

MR. THOMPSON: You say a graduate from
Ryerson could move into university and should be
accepted, say, in Engineering?



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4 DOCTOR FIELD: Yes, indeed. I would
5 certainly think that, Mr. Chairman, because I think we
6 would do a tremendous service to our working population
7 if we opened up these trades for them and never leave
8 them in a position of being dead-ended without the
9 possibility of completing a skill and getting credit for
10 it as they go along.

11 MR. THOMPSON: I would like to have on
12 the record the remarks that we made; I think part of
13 the dead-end now arises because the Department of Labour,
14 and I say this with certainly no malice towards Tom
15 who I know has been going everywhere to discuss this,
16 but I feel to have one particular area of training tied
17 to the Department of Labour when we want to have a
18 stream going through seems to me to be a fallacious
19 approach to it.

20 I also feel that to suggest that the
21 Department of Labour is the only department that has
22 contact with unions and management is also fallacious
23 because there is something very, very wrong. The
24 evidence would hold that the Department of Education does
25 not have contact with unions and management. Is it
26 really worth training young people if they have not
27 contact with these groups? I feel this should be handled
28 by the Department of Education.

29 The other aspect, I do feel, with the
30 new changes taking place in the demand for more skilled
people, there is going to be more need for academic
training and for this reason it should be under the
Department of Education.



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4 THE CHAIRMAN: I think we would have to
5 agree with you, Mr. Thompson.

6 DOCTOR CRISPO: I think you put it very
7 well.

8 MR. WHITE: While the Department of
9 Labour has contact with employers and unions, very often
10 that results from this policing responsibility or from
11 this conciliation service. In a great many cases, the
12 contact with the Department with both employers and unions
13 does not endear the Department to the parties concerned.

14 THE CHAIRMAN: I think we have agreed
15 here there is a need for counselling, a great need for
16 counselling these young people. This is actually a new
17 field that we are going to eventually have to get into so
18 then it boils down to: Should it be Education?

19 To me a counsellor counselling grade
20 eight students should be an educator. I do not think it
21 should be simply somebody from the Department of Labour.
22 That would be my thinking.

23 DOCTOR PATTEN: In the larger cities, Mr.
24 Chairman, the experience may be a little similar to our
25 own. A lot of the youngsters who go into these four-year
26 technical courses have already decided they are going to
27 have to go to work at the end of four years. They go in,
28 they come under the tutelage of a journeyman because the
29 teacher in the normal schools are journeymen. They may be
30 out of it but many of them work in the summers and we
31 feel in the case of the technical boys, the most valuable
32 counselling they get is from their shop teachers rather
33 than from the professional

THE CHAIRMAN:

agree with you, Mr. Thompson.

ROBERT ROBERTS: I think you put it very

well, Mr. Hill, while the department of

information is concerned with employees and unions, very often

that results from that collecting responsibility of those

responsibilities are also, in a great many cases, the

contact with the department of both employees and unions

does not mean the department to the parties concerned.

THE CHAIRMAN: I think we have agreed

that there is a need for counseling, a great need for

counseling, Mr. Hill. This is certainly a need

field that we are going to eventually have to get into so

that is what we want to do, that is to be honest.

to be a counseling counseling group.

of the department of education. I do not think it

should be a part of the department of labor.

that would be very interesting

THE CHAIRMAN: In the latter case, Mr.

Thompson, the department of a little similar to that

case. A lot of the companies who do not have these four

technical companies who simply do not have any go in

case to go to work at the end of four years, they go in

and then when the bridge is a journeyman because the

workers in the technical schools are journeyman. They are not

out of the work of their work in the summer and we

feel on the part of the technical boys, the most valuable

counseling group, that is from their other workers rather

than from the technical



"head-shrinker" because nobody knows better than the electrical teacher or the sheet metal teacher or the teacher in the automobile shop what this boy faces when he goes out into the shop with respect to working conditions, keep his neck clean, being civil to customers; the kind of thing that this sort of boy will take from the practical man that he will not take from the academic teacher who teaches him English or History.

THE CHAIRMAN: There is a point I have often wondered about in our night classes where we have certain people in the vicinity who could teach these subjects, but for some reason they have never thought about these people. I can think of a few places where they have taught welding in the night classes. I do not think I would want to hire any welders, even in the automobile trade, because it seems to me the wrong approach.

The same with automotive mechanics. I notice you mention automatic transmission. Anyone to be a mechanic today should have skill enough to overhaul an automatic transmission or power steering, otherwise, he would not be a mechanic.

I know what you mean. Some of the older boys will not upgrade themselves. They will not read manuals.

MR. EBERLEE: Motor mechanics can be learned in the classroom, but how much has to be learned in the shop?

THE CHAIRMAN: I would say that fifty per cent could be learned in the classroom and the good



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4 mechanic is still upgrading himself, not in the class-
5 room. We have right in our garages what they call
6 technicians' guilds where these boys go back and write
7 these things, and write examinations every month and
8 they are sent to Oshawa and corrected.

9 Now we do not have to study too much
10 but they have to know where to find these things in the
11 manuals and what you do with them.

12 MR. EBERLEE: In the building trades
13 I wonder how much of the carpentry skills can be learned,
14 thinking in terms of the top skills in the trade of
15 carpentry, can be learned in the classroom?

16 DOCTOR CRISPO: It is not just the
17 classrooms, you also have the actual working situation.

18 MR. EBERLEE: This is where we have
19 arguments between the Department of Labour and Education.
20 In other words, the Department of Labour people think
21 a four-year apprenticeship period with the two ten-week
22 periods at P.I.T. is the proper balance for this thing.
23 I think the Department of Education people take an
24 entirely different view.

25 On the other hand, we had some hard
26 boiled practical men in here, the Ontario General
27 Contractors Association and they were siding, completely,
28 I think, with the Department of Labour's view of how much
29 on the job training is required and how much classroom
30 training is required.

THE CHAIRMAN: I think they want it
increased.

MR. EBERLEE: They wanted the whole



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4 thing turned over to the Department of Labour actually.

5 THE CHAIRMAN: They did not disagree
6 on the classroom.

7 MR. EBERLEE: No. They thought there
8 should be more sensible training. They were asked
9 whether the boys could learn the trade in the classroom
10 or how much of the trade boys could learn in the class-
11 room, and most of the gentlemen felt it was not much.

12 MR. WHITE: I have some dealings with
13 the construction trades and I think it is likewise true,
14 as the Chairman said about the automotive trades and
15 half of these trades can be taught in the shop or the
16 classroom particularly since more and more equipment
17 is being used on all of these jobs. There is machinery
18 for plastering. There are now machines for bricklaying,
19 although they are not entirely satisfactory.

20 MR. EBERLEE: The viewpoint of the
21 general contractors and of the unions, probably a
22 condition on the part of the unions of a desire to keep
23 the trade from being flooded with people, and on the
24 part of the contractors, to some extent, a desire to have
25 employees.

26 MR. THOMPSON: I was wondering, Mr.
27 Chairman, in connection with this on-the-job training,
28 I would like to see school teachers and see books
29 published by them where they are examining boys and
30 working in industry, showing the relationship between the
school and industry. I am also wondering whether this
is done: Where some of the work shop training is given
in the class, whether there could be more interplay



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4 between industry and unions and the classroom?

5 In other words, a foreman perhaps of
6 the union comes in as a teacher for a period to the
7 classroom. Perhaps he does not have all the academic
8 training from O.C.E., but he has this practical training.
9 This would tie in greatly the association between the
10 two.

11 DOCTOR PATTEN: The vocational teachers,
12 Mr. Chairman, who are coming into the schools at the
13 present time are usually journeymen. These are people
14 who are going to be their shop teachers. They have to
15 be journeymen and they are also expected to have at
16 least grade twelve, to be on the way to an upper school
17 just for the very reason that has been mentioned, that
18 they will likely have to build on what they already
19 have, so that school teachers entering a shop who do
20 not move out, can be just as ingrained as any other
21 group who do not keep up with the times.

22 Our experience has been reasonably
23 satisfactory with our shop people who are, in our opinion,
24 particularly suited and I think this would be duplicated
25 in the larger cities.

26 PROFESSOR LOGAN: I think what we are
27 doing here is, in some sense, a critique on industry
28 even more than on these teachers, and the Department of
29 Labour; especially the Department of Labour.

30 What you are saying is the people who
are journeymen today are not equal to imparting knowledge
that they have, perhaps by virtue of their age,
really, people who are going out yesterday, just yesterday



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4 coming into industry who are not likely to be so far out of
5 it as we are.

6 Being a school man myself all my life
7 and not much of an artist, I am completely ready to
8 admit that I have not any of the feeling for industry.
9 I would be quite at a loss in a machine shop, even if I
10 took the course in it. I think individual cases do not
11 carry the meaning for everybody. I think something
12 happens in the minds of the people who are working at
13 the bench. You take a product of our schools, perhaps
14 he has gone the whole distance and become an engineer
15 at quite a loss. He has to take hold and do something.
16 It is the doers as well as the theory people that have
17 to be educated in the requirements of industry.

18 Perhaps we are putting just a little
19 too much emphasis on this big explosion. There is a lot
20 of the work of yesterday still to be done.

21 DOCTOR PATTEN: You mentioned, Mr.
22 Chairman, the question of adult education. We have had
23 evening classes, as Doctor Field has mentioned, for
24 thirty years. During the depression years adults moved
25 in mainly to improve their vocational skills. They were
26 learning typing or welding, or something that would give
27 them a toe-hold in a job and then in the war years when
28 there were jobs for everybody and every woman who wanted
29 to be a typist took a little course in typing and got
30 a job. Then they began to shift into the recreational
type of thing, art and painting and ceramics and music,
and this kind of thing.

At the present time, a third of the

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4 nine thousand that we have registered in night classes
5 in Ottawa, they are doing middle and upper school
6 work, junior and senior matriculation work.

7 THE CHAIRMAN: This shift is just taking
8 place in the last year or two?

9 DOCTOR PATTEN: This is a trend that has
10 been taking place over the last four to five years where
11 a third of these people are now building up their
12 academic background against the added basic information
13 that they need for the jobs they are in.

14 At the present time we are split about
15 evenly, a third on welding, typewriting, vocational
16 skills; a third on the fundamentals that will improve
17 their grading and their take-home pay and their ability
18 to progress, and another third, those who are taking
19 the so-called recreational things, public speaking and
20 first aid and art and beading, and so on.

21 DOCTOR CRISPO: I wonder if I could
22 get your thinking on a problem which may be more of a
23 long run nature. I was very impressed in the United
24 States, and I have been impressed by a lot of their
25 material that I have read of the emphasis which has been
26 placed on the need for adaptability in the future; that
27 the man who is trained for a skill now may have to be
28 retrained in five years, and I have the opinion that,
29 at least in the States, this is beginning to affect the
30 thinking of their secondary school people along the
following lines: They are beginning to feel that it may
be a mistake for the vocational schools to try to give
people specific skills. Instead, they are concentrating

...one thousand that we have registered in right classes
in Ottawa, they are doing middle and upper school
work, junior and senior certification work.

Mr. [Name]: This is just talking
place in the last year or two.
[Name]: This is a rough idea and

learn taking place over the last four to five years where
a third of these people are now building as well
vocational background against the usual basic information
that they need for the jobs they are in.

At the present time we are about 100
men; a third are holding, representing, vocational
skills; a third on the vocational side, all have
their own jobs, no more three-time pay and their ability
to progress, and another third, those who are leaving
the so-called vocational things, public speaking and
first aid and first aid, and so on.

DOCTOR [Name]: I wonder if I could

get your thinking on a problem which may be one of the
long run nature. I was very impressed in the before
part, and I have been impressed by a lot of these
material that I have read of the emphasis that has been
placed on the need for responsibility in the future; but
the man who is trained for a skill now may have to be
retrained in five years, and I have the opinion that
it really is the future, and is beginning to affect the
thinking of these secondary school people about the
following future. They are beginning to feel that it will
be a mistake for the vocational schools to try to give
people specific skills. Instead, they are concentrating



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4 on what they call broad vocational preparation. Perhaps
5 we call it exploratory work here where a student gets
6 some experience in a variety of shops in an attempt to
7 give them experience in occupational training rather than
8 in a specific trade, their thinking being that they have
9 got to give these people this broad background in order
10 to be able to retrain them later on.

11 In line with this, I again have the
12 distinct impression they are going to put more and more
13 emphasis on past high school and trade schools for the
14 acquisition of a particular skill they think they will
15 need directly prior to entering into employment. Do
16 you think this is something that is going to have an
17 impact here in future years? Is there any validity
18 to this thinking?

19 DOCTOR FIELD: I believe, Mr. Chairman,
20 that this is the sign of something of which we are going
21 to see a great deal more of in time to come. There is
22 no doubt, in my mind, that the philosophy behind this
23 programme is a sensible one. If you can give people a
24 reasonably broad training, there is no doubt of their
25 future adaptability. I believe, in general, schools
26 are the right places to teach fundamentals so that if
27 you can give them a broad fundamental training in the
28 schools, I believe that they will pick up the specific
29 occupations quickly afterwards, and, as you have suggested,
30 the possibility of having special vocational schools
take on from where the high school leaves off is probably
going to spread more and more widely. In fact, in the
training of technologists this is what we have at



Ryerson and other places like that. We accept this is the place which is going to train people in specific skills.

DOCTOR CRISPO: We have this with P.I.T. in particular. Even grade twelve students sometimes go back and take a quick course for a particular trade.

DOCTOR FIELD: Yes, this is quite right. I think this is something which is going to spread and we are going to have much more of that.

DOCTOR PATTEN: I think we will have to recognize the fact that these trends develop and that we are a product now of the conditions that we faced in this country over the last twenty years. It is quite possible that our technical schools and commercial schools were influenced in the kind of training programme that they set up in the 1920's, by the kind of thing that industry wanted.

Certainly in the depression years industry was insistent that the boy who came to him have something saleable when he came. I think in the schools which were historically academic schools, I think we have learned through the technical courses and the commercial courses that all youngsters were not academically inclined and you had kids who got a terrific thrill out of their typing or their welding or something else, and as I have mentioned here, they put up with the "boring" English or History because they were having some kind of success in the sense of achievement so that I think the central technical school, or technical schools like it in other localities have helped us



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4 solve the problem of retaining young people in school
5 who otherwise never could have been retained.

6 DOCTOR CRISPO: Do you think they have
7 this same holding power if, in the long run, they
8 switched over to a more broadly based vocational type
9 of training than training in the particular skill?

10 DOCTOR FIELD: This, I do not know.
11 I think it is inevitable in the kind of education
12 system we have had in Ontario as compared maybe with
13 some States where everybody passed automatically in
14 every subject from grade nine to ten to eleven.

15 DOCTOR CRISPO: Every boy should be
16 given experience in the next grade.

17 DOCTOR FIELD: Exactly. I do not think
18 that we in secondary schools have bought this philosophy.
19 Maybe we should but I think we are at an in-between
20 stage where we are finding vast numbers of youngsters
21 are integrated and interested in the new kind of
22 learning that somebody has mentioned here that can happen
23 when you are at the bench and these academic subjects
24 take on significance and new meaning, and I think we
25 are at this stage where we have used our vocational
26 shops for "non-vocational" skills.

27 MR. THOMPSON: I think in this, Mr.
28 Chairman, number 4 recommendation, your suggestion that
29 acceptable standards of skill, technical knowledge and
30 competence at all levels be identified by diplomas,
I would infer from this that this will mean grading of
different occupations or trades and I am wondering
whether you had any reaction at all from union



representatives or industry to this?

I am thinking of, for example, grading carpenters. I presume you considered grading carpenters at different levels of competency?

DOCTOR PATTEN: I can get a card in certain unions with no difficulty, with no test of my skill at all. This is a real dilemma and I do not know how you face it, but certainly every contractor in the house building business recognizes the fact there are varying skills and he will have one gang putting up forms and another gang doing the joists, another gang doing the finished carpentry, another gang hanging the windows, and so on.

It is recognized by the industry and our query is why cannot we recognize this by giving them something to hold in their hand, saying he is a carpenter grade A;

DOCTOR FIELD: It seems to me, Mr. Chairman, that would be one way to do this. This would tend to solve this, that is, by giving the diplomas indicating various degrees of competency.

One is not saying that you must get higher pay as you go through this. I admit it is implied, but the pressure for higher pay would come from within labour itself. If there were some recognition by the type of process we have discussed here, then the next stage really is for labour to sort this out.

THE CHAIRMAN: Would you not think any apprentice, to get a certificate, should have a knowledge of the trade before he gets his certificate, and then



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4 if he wants to specialize in any one part, after he has
5 his certificate, then he specializes from there on?

6 DOCTOR FIELD: I should think Mr.
7 Chairman, that might be sensible.

8 THE CHAIRMAN: Instead of saying I am
9 going to train an apprentice to hang doors.

10 DOCTOR FIELD: That would not make any
11 sense. I think it would develop rather as you say.

12 THE CHAIRMAN: Any further questions?

13 MR. THOMPSON: I am wondering about
14 number 5 recommendation. It seems to me you should
15 start on the top of the list. By that I mean university
16 credit. I know that university credit is given, to some
17 extent, by attending adult evening classes. Also I
18 understand that you cannot get a degree by just going to
19 evening classes; you must attend, be a resident at
20 university for a year. Do you feel this is justified,
21 obtaining a degree by attending night classes? I think
22 this example could be followed all down the line, if
23 this were done.

24 DOCTOR FIELD: Mr. Chairman, I am not
25 quite sure that I would like to remark on that. It is
26 possible now in university to get a degree by night
27 courses. This is in Carleton University in Ottawa.
28 From the very beginning they gave the evening classes.

29 MR. THOMPSON: And you can go right
30 through without attending a year's residence?

DOCTOR FIELD: Yes.

DOCTOR CRISPO: You can go through to
B.A. You cannot get a graduate degree at night.



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4 DOCTOR FIELD: In effect you are a
5 resident if you go to university and take a course at
6 night. You are not a full time resident of the university
7 but certainly, in essence, a resident just as is a day
8 student who is taking five courses. If you take one
9 course at night, the only difference between you and the
10 one taking five courses is he is there five times as
11 long. You are, in essence, a resident.

12 In other countries these courses are
13 given on a different pattern. In London it is known as
14 extra degree. You get a B.A. B.Sc. London external.

15 MR. THOMPSON: London western?

16 DOCTOR FIELD: London, England, but in
17 this country, as I have said, we do in fact already have
18 this in certain areas.

19 MR. THOMPSON: You think it should be
20 more universal? Also, in connection with this you can
21 get a law degree in the States by attending night classes.
22 If I understand you correctly, you say that the fact of
23 attending a class at night is really being a resident,
24 so presumably therefore you should be able to take any
25 degree at night as you can take it during the day.

26 DOCTOR FIELD: I see no reason why this
27 should not be accepted. I cannot see, from the
28 university's point of view, that it makes very much
29 difference. The only difference is that you, by going
30 only at nights, do not partake of some of the extra-
mural things which are associated with the university.
Essentially you are really, as I have said, a resident
of the university if you take any courses there.



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4 MR. THOMPSON: I appreciate hearing this.
5 I notice there is resistance to giving law degrees and
6 other degrees at night universities, evening classes.
7 I am glad to see that you feel this should be open to
8 people --- I feel quite strongly about this. There are
9 numbers of people who would like, at this level, to
10 advance themselves who cannot possibly afford to go to
11 university with the obligations of family, and other
12 things.

13 There was a great deal of interest when
14 the government announced it was going to start an
15 evening university in Toronto and then some discerning
16 people thought they could get professional advancement
17 from this.

18 DOCTOR FIELD: You certainly can, Mr.
19 Chairman, get some professional advancement. For example,
20 in Ottawa evening classes are given which are accepted
21 by McGill as partial qualification for the Master level
22 in engineering. This is associated with McGill University.
23 Classes are given in various places, in Ottawa area;
24 there is certainly a break in this resistance to take
25 anything, apart from giving day courses to full time
26 students.

27 MR. THOMPSON: I am really concerned,
28 Mr. Chairman. There happens to be a colleague of mine,
29 whom I respect very much, who is taking classes during
30 the day to take graduate work, and I would like to be
able to give him the opportunity of taking that in the
evening, if possible.

DOCTOR FIELD: Yes. This, of course,



Mr. T. W. ... I appreciate hearing this.
I would like to see some more of your work and
I am glad to see that you feel this should be open to
public view. I am quite strongly in favor of this and
would be glad to see it published, on this level, to
advocate education and the kind of position it should go to
and fight with the organization of family, and other
factors.

There was a great deal of interest when
the program was announced at the going to school
committee assembly in Toledo and then some interesting
people showed up. They were not professional economists
like this.

There was some professional advancement for even in
the future existing classes and given them the opportunity
to study as part of the curriculum for the doctor's school
in business. This was done with McGill University
in the past. It was given in various places, in various
times, as well as in the past, and this resistance to take
anything apart from the any course in the past.

Mr. T. W. ... I am really not sure of
it. I think that happens to be a collection of what
I call the very small, who is taking classes during
the day to make a living, and I would like to be
able to give him the opportunity of taking them in the
evening, if possible.



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4 is rather a specialized subject when one talks about
5 graduate work. There is a thesis required and sometimes,
6 at least in the sciences, one has to do laboratory work,
7 and there may be some obstacle to being able to get
8 anywhere in a reasonable time by devoting only part of
9 the day.

10 This again I believe depends on the
11 ambition of the individual. If he wants to work half
12 the night in experimental laboratories, I think it should
13 be possible for him to do it.

14 THE CHAIRMAN: Maybe, but I doubt if
15 we are going to have doctors and lawyers being able to
16 get a degree by going to school at night. It seems very
17 doubtful.

18 Any other questions? If not, Doctor
19 Field, Doctor Patten, I would like to thank you for
20 preparing this brief and coming here and presenting it
21 to us this morning, and I am sure the rest of the
22 Committee appreciate it.

23 DOCTOR FIELD: Mr. Chairman, may I on
24 behalf of Doctor Patten and myself say how much we have
25 enjoyed the opportunity that you have given us to come
26 here and talk about these problems which are very close
27 to us. We are glad to have a chance to expand upon them
28 before you this morning.

29 I regret we were late. I hope it did
30 not seriously inconvenience you. Thank you.



SUBMISSION

OF

THE TOOL AND DIE MAKERS' ASSOCIATION OF CANADA

APPEARANCES:

K. R. BIRCH	Electro Processes Company of Ontario Limited
H. MARTIN	Geometrix Limited
PETER STEVENS	Mercury Tool and Stampings Limited
MICHAEL SMITH	Plymouth Tool and Stampings Limited

THE CHAIRMAN: Gentlemen, we have a brief from the Tool and Die Manufacturers Association of Canada with us now.

MR. BIRCH: Gentlemen, this is the first time we have had an opportunity of presenting a brief. As you may notice, it is extremely brief. The purpose of it being as brief as possible is the fact I felt to present a brief of fifteen or sixteen sheets is something I am sure which is not read and digested. The impact of the meaning has not got across, so I felt it was better to put down in paragraph form the things we consider wrong with regard to the Tool and Die Manufacturers of Ontario. This does not apply to any other trades. This is how we feel about it so the idea was to put it in paragraph form, then we would discuss and answer each paragraph in turn.

If the first two paragraphs seem to be a little hard selling, my reason for that was that this

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Levin, A. J. (1996)

$$T^{\alpha\beta} = \frac{1}{2}(\delta^{\alpha\beta} + \delta^{\beta\alpha}) \quad T^{\alpha\alpha} = 1 \quad T^{\alpha\beta} = 0 \quad \text{if } \alpha \neq \beta$$



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4 is only concerned with the Tool and Die Manufacturers
5 with regard to the Department of Labour. There is no
6 doubt, in my mind, they are doing a wonderful job on
7 apprentices generally, the same with the Board of
8 Education, so with your permission, after that little
9 introduction, I would like to read this and then I
10 assume we will take it apart piece by piece.

11 THE CHAIRMAN: I do not know but we
12 might agree with you on that first paragraph.

13 MR. BIRCH: Tool and Die Manufacturers
14 Association of Canada, Suite 717, 31 Alexander Street,
15 Toronto 5, Ontario. October 2, 1962.

16 Mr. T. M. Eberlee,
17 Assistant Deputy Minister of Labour
18 8 York Street,
19 Toronto 1.

20 Dear Sir:

21 Re: Select Committee on Manpower Training

22 There is no doubt in the minds of the
23 Tool and Die Manufacturers of Ontario, that the technical
24 training programs set up by the Department of Labour and
25 the Board of Education are sadly inadequate.

26 Neither of these departments is aware
27 of the degree of skill required to produce a Toolmaker.

28 Apprentices today need in addition to
29 usual shop practice and procedure; training in electronics,
30 higher mathematics, English, and a greater understanding
of Complex Technical Terminology.

The Toolmaker is the backbone of
industry; I must emphasize that; evidence shows that



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4 the next decade will bring a tremendous increase in high
5 precision machining and prototype work, necessary in
6 connection with new technological developments.

7 No longer can Canada rely on drawing
8 her skilled men from Europe, to have them go to the U.S.A.
9 in a steady stream. The Tool and Die Manufacturers of
10 Windsor say their greatest export is tool makers to
11 Detroit.

12 The skilled technician born and trained
13 in Canada will have the country's welfare at heart.

14 The Tool and Die Manufacturers
15 Association would like to point out that this trade is
16 not recognized in Ottawa, or Queen's Park, a state of
17 affairs that must be put right immediately.

18 A plan must be devised to encourage
19 widespread and effective training of skilled help in
20 all categories of our work for the benefit of Canadian
21 industry.

22 This plan can evolve through close co-
23 operation between the T.D.M.A. and a government body
24 specially appointed for this purpose, it is our desire
25 to assist the government in every way to make Canadian
26 industry second to none.

27 Kenneth Birch, Vice President,
28 THE TOOL AND DIE MANUFACTURERS
29 ASSOCIATION,

30 THE CHAIRMAN: Thank you, sir.

MR. EBERLEE: There is no apprentice-
ship of any kind under the Department of Labour for
tool makers?



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4 MR. BIRCH: No, none whatsoever.

5 MR. EBERLEE: Are certificates issued
6 for the tool makers on the basis of some training
7 programme?

8 MR. BIRCH: Yes. At the moment we have
9 been working in close co-operation with Mr. McNeill and
10 Mr. Jeffrey. I could give you some figures that might
11 interest you from the Department of Labour: In this
12 tool and die trade since 1945, seventeen years ago,
13 there have been 285 apprentices indentured in Ontario.
14 This is a very very sad figure.

15 This figure is an approximation. I
16 got this very quickly over the telephone. Forty of those
17 apprentices have been indentured in the last year mainly
18 because we, as individuals, take an interest in our
19 trade and insist the Department of Labour boost
20 apprentices.

21 I have been a little employment agency
22 on my own, in my own small plant. We split up into two
23 factions, whereby Mr. Smith of Plymouth Tool and his
24 colleagues are helping to place boys in the east side
25 of the city. Ours helping to place boys in the west
26 side of the city. My last boy I placed two weeks ago,
27 so with regard to the fact that there is no special
28 programme for tool and die apprentices, you can see that
29 we are interested.

30 MR. EBERLEE: There is no course of
study laid down?

MR. BIRCH: None whatsoever, no.

MR. EBERLEE: The Department requires



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4 that it issues a certificate to one of these apprentices
5 and the completion of his course of training is relying
6 on what the foreman thinks?

7 MR. BIRCH: Entirely the employer, yes.

8 MR. EBERLEE: Yet what your foreman
9 might teach would be different, perhaps, from what another
10 foreman may teach?

11 MR. BIRCH: Yes.

12 MR. GISBORN: Is this the same industry
13 as what you would call the machine tool industry?

14 MR. BIRCH: No. That is what we are
15 finding out where government bodies are --- let us put
16 it in the correct term --- they are ignorant of the
17 actual situation with regards to the manufacturing side
18 of the industry with regards to what category a certain
19 title comes under.

20 Machine tool is the actual machine that
21 the tool maker operates. These are standard. They are
22 developed and evolved through technological advancement
23 by each individual manufacturer of these machines, but
24 it is the tool maker that gets hold of this machine
25 and he produces the first article that will produce this
26 automatically. This is where it comes in, so the
27 confusion itself arises where people say machine tool.
28 Machine tool is what the tool maker actually uses.

29 MR. GISBORN: Is it correct to say the
30 machine tool industry in Canada is almost non-existent?

MR. BIRCH: Non-existent?

MR. GISBORN: There are about two
thousand employees in the whole of Canada I understand

that is, a certificate to one of these agencies
and the completion of his course of training is relying
on what the Government thinks?

MR. LEECH: I think the employer, yes.

MR. LEECH: Yes, what your father?

right now, would be different, perhaps, from what another
Government would want.

MR. LEECH: Yes.

MR. LEECH: Is that the same industry?

as the one you would call the tool industry?

MR. LEECH: No, that is what we are

talking about, these Government bodies are - let us put

it in the context that they are ignorant of the

actual situation with regard to the educational side

of the industry and as regards to what category of people

right to be trained.

Machine tool is the actual machine that

the tool maker makes. These are standard, they are

developed and evolved through technological advancement

by each individual manufacturer of these machines, but

not the tool maker, the tool maker of this machine

and he produces the first article that will make this

specialized, and it is where it comes in, so far

confusion itself, which when people say machine tool,

it is not the tool maker, it is the tool maker's tool.

MR. LEECH: Is it correct to say that

machine tool industry in Canada is almost non-existent?

MR. LEECH: There are about two

thousand employees in the whole of Canada I understand.



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4 in that industry?

5 MR. BIRCH: Yes, that is about it.

6 There might be other smaller ones. When you realize
7 a tool maker has to be able to handle tools, as many as
8 fifteen to twenty on top of a machine, you can understand
9 how sick that particular industry is in Canada.

10 MR. GISBORN: Is it correct to say that
11 the term machinist, first-class machinist is not a tool
12 and die maker?

13 MR. BIRCH: No, not at all. A tool and
14 die maker is a technician. I would like to put it this
15 way: For the last, about twenty-three years, twenty-
16 four years, tool and die maker is, in my opinion, today,
17 a profession. It should be treated as such because the
18 tool and die shops complete the specialized manufactured
19 tools for the producers of component parts, such as
20 motor cars, or anything you care to pick up. We make
21 these tools and then we have to try and make a living.
22 Unfortunately in Canada it is not very big.

23 We are not complaining and we do not
24 intend to start. All we want to do is put the facts
25 forth as they exist. When a tool and die maker, with the
26 knowledge that he has to have, metallurgy, heat treatment,
27 tolerances, everything else, cannot earn more than two-
28 thirds of the rate of a plumber or a carpenter, it is
29 a sorry state of affairs.

30 MR. GISBORN: What is the industry's
needs, the needs in this industry for the next five to
ten years?

MR. MARTIN: This all depends upon the

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5 export trade. If Canada wants to export manufactured
6 goods, they have got to manufacture. If they are going
7 to manufacture goods, they have got to have tools to make
8 these things. In the plants such as General Electric
9 and Ford and all the bigger people, it is a known thing
10 in our industry that for the majority of tools, Ford
11 and all the motor car people depend on us. We actually
12 feed those people the tools so they can make their motor
13 vehicles. A lot of people are not aware of this.

14 They give us a print, we quote the price
15 on the job and then if it is accepted, then we go ahead
16 and manufacture this to a deadline. As you know, they
17 must have this deadline and to maintain this deadline
18 some shops in the city have to work as many as seventy
19 hours a week. It is not right.

20 MR. MORNINGSTAR: Is there a difference
21 between a machinist and a tool maker?

22 MR. MARTIN: Yes. The comparison
23 between a machinist and a tool maker is like comparing
24 a secretary and a typist.

25 MR. BIRCH: In other words, the private
26 secretary will be the tool maker and the typist would
27 be the machinist.

28 MR. EBERLEE: The Canadian market I
29 suppose is supplied to a very great extent by imports,
30 is it?

31 MR. BIRCH: Not in our trade. Very few
32 tools are imported. We try to stop this as much as
33 possible.

34 MR. EBERLEE: Are you hampered by a



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4 lack of trained persons?

5 MR. BIRCH: Definitely, yes.

6 MR. EBERLEE: If you had more trained
7 persons, could your industry expand? Would there be more
8 employment?

9 MR. BIRCH: This is more of a government
10 level question. I am just an ordinary tool and die
11 maker. I would answer that this way --- would you put
12 your question again?

13 MR. EBERLEE: Well, in your industry
14 if there were more skilled people available would there
15 be jobs for them?

16 MR. BIRCH: That would depend upon the
17 industry. Maybe it has greater skills and greater
18 ability which means therefore it would be able to take
19 in, take more work and grow.

20 MR. EBERLEE: You are not an industry
21 that faces a lot of foreign competition. It is merely
22 because you do not have enough people here to do the job
23 in Canada.

24 MR. BIRCH: Well, I think Mr. Stevens
25 would be the one to answer that question. The question
26 crops up with the fact that we are always up against
27 in Canada the eighteen million people as against a
28 hundred and ninety million across the border where parts
29 could be made for tools that we could make quite simply,
30 but they are made in the States and then imported into
this country.

MR. STEVENS: The only thing I think
in the automotive industry that with the sixty per cent

lack of trained workers.

MR. BIRNEY: Definitely, yes.

MR. EMMETT: He has had more training

personally than industry experts. Would there be more

MR. BIRNEY: This is more of a Government

level question. I am just an ordinary fool and the

idea I would suggest that this way -- would you get

your question again?

MR. EMMETT: Well, in your industry

if there were more skilled people available would there

be a lot for you?

MR. BIRNEY: That would depend upon the

industry. Where it has greater skills and greater

ability which means therefore it would be more to take

any more work and grow.

MR. EMMETT: So you are an industry

man, is that right? I am not a Government man, it is

possible you do not have enough people here as to the job

is Canada.

MR. BIRNEY: Well, I think the answer

would be the same to answer that question. The question

is not whether or not there is a shortage of people

in Canada, the right way to put it is whether

industry and industry itself can get the people where parts

could be made elsewhere that we could make more cheaply,

but they are made in the States and then imported into

MR. EMMETT: The only thing

in the automotive industry that will the sixty per cent



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4 Canadian content, they have to buy that much in Canada,
5 the bulk in Toronto here and the rest of Ontario,
6 Kitchener, Windsor and so on. They have to prove that
7 they can make the parts and supply the tools for some
8 laid down price.

9 The automotive boys could bring these
10 parts in from the States. It is pretty tough. We know
11 a lot of the boys in Detroit complete different pieces.

12 MR. WHITE: Do they machine these tools
13 which come over from the States on their own and then
14 send them back in?

15 MR. BIRCH: It is mainly in the plastic
16 mould.

17 MR. EBERLEE: I suppose it would be
18 more economical to do that?

19 MR. STEVENS: In a lot of cases.

20 MR. EBERLEE: Does it depend on the
21 availability of skilled people?

22 MR. BIRCH: There is also the volume of
23 parts taken off that mould. Sometimes it is impractical
24 to build \$30,000.00 mould. They bring the mould in from
25 the States, run it off and send it back again.

26 There are a lot of parts being imported
27 that can be made here. Last Friday night at Mr. McLeod's
28 dinner in the Royal York, he had a letter he wrote some
29 manufacturer that he has made conscious of this thing,
30 and he looked into many products that he was importing
and he found out there were six parts that he was
importing he can buy cheaper in Canada than he was
importing them for. He never realized it until McLeod



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4 brought it to his attention.

5 MR. EBERLEE: It has always been my
6 impression there were things we could make here in Canada
7 just as cheaply and just as efficiently but that we did
8 not have the skilled people to make them. Is that true?

9 MR. BIRCH: We built up quite a crew
10 of skilled help but we lost a tremendous amount of skilled
11 help to the States. The States just seemed to welcome
12 them with open arms. There was a wide open period there
13 where they were not even thinking of training people.
14 Right now there seems to be a very bad need for them
15 again and from what I can see, this is going to increase.
16 If Mr. McLeod is successful, as I hope he is going to
17 be, I think he is on the right track myself, he is going
18 to increase production I think in Ontario tremendously.
19 He made an awful lot of people conscious of it. I am
20 with him one hundred per cent.

21 MR. WHITE: We all feel that way.

22 THE CHAIRMAN: You do agree with this:
23 The more trained people you have got, the more products
24 you can build at home and that creates employment for
25 other people?

26 MR. BIRCH: Yes.

27 THE CHAIRMAN: The more we import, the
28 more jobs we are cutting off?

29 MR. BIRCH: Yes.

30 THE CHAIRMAN: Are you fellows producing
the larger dies for the tops or the doors?

MR. BIRCH: Yes. I am not sure whether
they are or not. I will give you an example. Bumpers

brought it to his attention.

MR. BACKER: It has always been my

impression that the things we could make here in Canada
just as cheaply and just as efficiently but that we did
not have the right people to make them. In that sense
the answer is: We built up quite a few

of skilled help but we lost a tremendous amount of skilled
help to the States. The States just seemed to welcome
them with open arms. There was a nice open period there
where they were not even looking at training people.

But it now seems to be a very bad deal for them.
Again and again that I can see, this is going to increase
it. That school is successful and I hope he is going to
be I think he is of the right class myself, he is going
to make a great deal of it in Ontario tremendously.
He made a great deal of specific questions of it. I am

from the old-fashioned way.

MR. HITT: We all read that way.

MR. HITT: And you do agree with that?

MR. HITT: I agree with that. I agree with that. I agree with that.
I agree with that. I agree with that. I agree with that.

other people.

MR. HITT: Yes.

MR. HITT: The same we import, too.

MR. HITT: The same we import, too.

MR. HITT: Yes.

MR. HITT: Yes. I follow producing

the same way for the tops of the doors.

MR. HITT: Yes. I am not sure whether

any one or not. I will give you an example. Suppose



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4 are being made here. The head in Oshawa. Tools are
5 made in Windsor. Bigger and bigger parts are coming in.

6 MR. MARTIN: I know that in Kitchener
7 right now they are making the complete bulk head, as
8 they call it. This is your internal part.

9 MR. GISBORN: What is the number of
10 member industries in your association?

11 MR. BIRCH: As you will appreciate
12 where we are trying to improve the lot of individuals,
13 there is a certain amount of apathy in Toronto chapter.
14 We have over forty members. The shops in the length
15 and breadth of Ontario would be somewhere around two
16 hundred, and then we have the Windsor chapter as well,
17 twelve men. We are trying to start a chapter in Kitchener.

18 MR. GISBORN: Have you any idea of the
19 total number of employees in that membership?

20 MR. BIRCH: No. It fluctuates.

21 THE CHAIRMAN: Now, if we are to make
22 a recommendation to the government which would be of use
23 to your trade, you want this a certified trade, is that
24 right?

25 MR. BIRCH: It comes down to this
26 question here. This has been a bone of contention every
27 since I have been a member of the association, the top
28 second page there. This is the crux of our industry,
29 and reason why I think we do have trouble. There is no
30 form of recognition of this trade in Ottawa. I think
we are registered as knife grinders or sharpeners or
something like this. If we just get this straightened
out we would be happy at this stage.

are being made here, but not in the law. There are
no a number of things and other parts are coming in.
MR. MARTIN: I know that in the case of

rights now they are making the complete bill, as
they said it. This is your internal part.

MR. CHURCH: What is the number of
number indicators in your assembly?

MR. MARTIN: As you will appreciate

where we are trying to make the lot of individuals,
there is a certain amount of rights in the case of

We have over thirty members. The scope is the length

and I will tell you that it is somewhat of a

thing, and that we have the kind of a right to tell

what we want. We are trying to make a law in the case of the

MR. CHURCH: How are you going to do the

right to make a law in the case of the

in the case of the

MR. MARTIN: I am going to do the

a number of things in the government which will be of use

to the state, and what is the case of the

rights

MR. CHURCH: It comes down to this

question of the law. This has been a long time in the case of

rights. I have been a member of the association, the law

and I have been. There is the case of our industry

and we are going to do the law in the case of the

form of the law in the case of the

we are going to do the law in the case of the

something like this. In the case of the law in the case of the

out we would be happy to do this.



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4 DOCTOR CRISPO: I always was under the
5 impression that the tool and die maker was a highly
6 skilled craft and it was restricted. The trade itself
7 brought about the restriction.

8 MR. BIRCH: Well this, I do not know.
9 It is before my time, let us put it that way. Perhaps
10 I am bringing a different angle on to it but as an
11 individual I think this is rather a shocking state of
12 affairs.

13 THE CHAIRMAN: I think it leads back
14 to the early part of the brief where they say they have
15 been importing tool and die makers. I think we all know
16 that is the case. I do not think we have to travel too
17 far around Ontario to find that out. We have not trained
18 any. Our Canadian content in the tool and die shops
19 usually is quite low.

20 PROFESSOR LOGAN: Do you cover most of
21 the tool and die workers in your association?

22 MR. BIRCH: Yes, we cover every
23 department in the manufacture of tools and dies.

24 PROFESSOR LOGAN: Where you speak of
25 having forty members here in Toronto ----

26 MR. BIRCH: These members are companies.

27 PROFESSOR LOGAN: Practically all the
28 tool and die people in there?

29 MR. BIRCH: No, I would say we are
30 registered about one-third of the population.

PROFESSOR LOGAN: What about the tool
and die makers that are in what you call captive shops?

MR. BIRCH: Well, there is a slow



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4 movement with regard to captive shops. Slowly they are
5 closing down their old tool rooms, from the point of
6 view they find it better to put their work out to
7 individuals because we can give them deliveries and we
8 have the skill that they require.

9 PROFESSOR LOGAN: For apprenticeship
10 purposes I suppose they usually are with the firms with
11 whom they are associated. I am thinking, for instance,
12 of a firm like Massey-Harris or some of these big firms,
13 they have a number of tool and die people there?

14 MR. BIRCH: Yes.

15 PROFESSOR LOGAN: On the maintenance
16 end of it.

17 MR. BIRCH: Yes.

18 PROFESSOR LOGAN: This figure you gave
19 us here about the actual number, presumably in Ontario,
20 what I am wondering is if the contract companies run
21 separately in an association, separate from the large
22 firms, manufacturing firms where the maintenance tool and
23 die people are, I am thinking in terms of apprentice-
24 ship, is there any likelihood they could be combined
25 together into a single vast organization?

26 MR. BIRCH: I can answer that question.
27 This would be most desirable, as far as I can see. I
28 can see it would be a big hurdle to overcome. A lot of
29 big companies like General Electric, for one that I can
30 think of, run a training scheme, training their own
apprentices.

I talked to the gentleman at General
Electric on Dufferin Street last week. They start their

movement with regard to cigarette shops. Slowly they are
closing down their old tool rooms, from the point of
view they find it better to put their work out to
contractors because we can give them deliveries and we
have the skill that they require.

PROMETHEUS HODGES: For apprenticeship
purposes I suppose they actually are with the firms and
when they are associated I am thinking, for instance,
of a firm like Henry Heine or some of these big firms,
they have a number of tool and die people there.

MR. HODGES: Yes.
PROMETHEUS HODGES: On the other hand

MR. HODGES: Yes.
PROMETHEUS HODGES: Into light you have
the fact that the tool room is actually in existence,
when I am thinking as it is to be organized you
separately in an industrial form, separate from the large
firm, would lose the fact where the maintenance tool and
die people are, I am thinking in terms of apprenticeship
that, as far as the tool room they would be combined.

MR. HODGES: I can answer that question.
There would be most definitely on the one hand I
can see it would be a big battle to overcome, a lot of
big companies like General Electric. For the time I can
think of, and a training scheme, setting them out

I talked to the gentleman at General
Electric on Madison Street last week. They state their



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4 tool makers at a rate of \$1.75 an hour, apprentice tool
5 makers. To me I think this is ridiculous. Straight
6 away apprentices are expected to earn a big wage. This
7 is what the bigger companies are being forced to do
8 because this is the only way they can get boys in these
9 shops.

10 I feel myself apprentices should start
11 at a comparatively low wage so we can instill a certain
12 amount of dedication to the trade. There does not seem
13 to be too many tool and die makers dedicated in the work
14 they do. They go home at night, it is finished. We
15 were thinking about them taking more interest in the
16 trade. Incidentally, because of this brief I have already
17 been approached by one shop, that is a tool and die
18 shop, and they are most interested in this, so it is
19 starting to create a bit of interest which I am pleased
20 about.

21 DOCTOR CRISPO: You say this trade has
22 not been recognized by Queen's Park or Ottawa. In your
23 experience in your industry you have hired several tool
24 and die makers in the past?

25 MR. BIRCH: Yes.

26 DOCTOR CRISPO: What are their
27 qualifications from Europe or pretty well any other
28 qualifications?

29 MR. BIRCH: When you hire a tool and
30 die maker here the only qualification you have, he might
have been indentured in the country of his origination.
These indentures are usually looked at. We have looked
at them in a rather skeptical manner because being an

cool water at a rate of 1/2 in. per hour, and the water
is kept at a temperature of 60 degrees Fahrenheit.
The water is kept at this temperature by means of a
cooling coil which is surrounded by a layer of ice.
The water is kept at this temperature by means of a
cooling coil which is surrounded by a layer of ice.

I feel that the water should be kept at a
temperature of 60 degrees Fahrenheit, and the water
should be kept at this temperature by means of a
cooling coil which is surrounded by a layer of ice.
The water is kept at this temperature by means of a
cooling coil which is surrounded by a layer of ice.
The water is kept at this temperature by means of a
cooling coil which is surrounded by a layer of ice.
The water is kept at this temperature by means of a
cooling coil which is surrounded by a layer of ice.

It is not necessary to keep the water at a
temperature of 60 degrees Fahrenheit, and the water
should be kept at this temperature by means of a
cooling coil which is surrounded by a layer of ice.
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It is not necessary to keep the water at a
temperature of 60 degrees Fahrenheit, and the water
should be kept at this temperature by means of a
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cooling coil which is surrounded by a layer of ice.
The water is kept at this temperature by means of a
cooling coil which is surrounded by a layer of ice.



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4 immigrant myself I know how desperate a man can be to
5 start work, earning his living to provide for his family
6 and normally the thing is we have them in for a month,
7 and then we can see if they do come up to the standards.
8 If so, they are employed. If not, they are dismissed.

9 DOCTOR CRISPO: You did not certify
10 this as a journeyman craft in Britain?

11 MR. BIRCH: It is certified in Britain
12 as a journeyman craft, definitely.

13 MR. WHITE: Mr. Chairman, if I remember
14 rightly, early in the meetings we had some months ago
15 someone said that technically it could be grouped in
16 tradesman, craftsman, technicians, technologists and
17 engineers. This particular trade, so called, is some-
18 what different from construction trades and the automotive
19 trades. It is a very highly skilled vocation and it
20 is somewhere around the craftsman or technician level.

21 MR. BIRCH: It is definitely technology.

22 MR. WHITE: As automated equipment is
23 put in and more and more used, this particular vocation
24 will become a technological trade and perhaps a great
many other trades will go through this evolutionary
process.

25 I want this for the record: We are
26 going to make a terrific mistake if we conclude this
27 series of meetings, and prepare our report, largely on
28 the basis of trade trends because the big problem in the
29 next twenty years is going to be adequate technological
30 training for the young people of this Province.

MR. EBERLEE: Where is the source of



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4 training for this field?

5 MR. BIRCH: It does not exist.

6 MR. EBERLEE: Where should it be? Is it
7 in a classroom some place?

8 MR. BIRCH: Yes. Perhaps Mr. Martin
9 could answer that. He made some notes on this.

10 MR. MARTIN: We have felt very strongly
11 that there is nothing to compare with on-the-job training.
12 Technical advances take place so quickly that by the time
13 the text book is written, the method is obsolete.
14 Something new supplants it, and the only way to keep
15 track of it is to keep a man in the job where he is
16 learning; where he is exposed to the newer methods,
17 newer developments as they come along.

18 He is on the ground floor in those cases.
19 There is a certain amount of text book training that is
20 necessary and for that we feel it would be ideal to go
21 outside the job for the necessary book work, if you like,
22 and in that connection your trade schools.

23 The trades themselves have been thought
24 of as a catch-all for anybody who is not able to make it
25 as a doctor or a lawyer. He could always go and learn
26 a trade. That is easy. That is not the case anymore.

27 Even in our records that have been
28 sent out by the Department, requirements for the trade
29 school applications have been pushed up to grade eight,
30 to grade ten, and now they are heading for grade twelve.

We think it would be ideal to have some
sort of screening done in the schools where they have
the facilities for it. Aptitude tests, this sort of



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4 thing which would indicate that an individual boy has
5 the necessary feeling for the trade.

6 Perhaps the best illustration on that:
7 One of the major motor companies about ten years ago
8 took their engineering department and gave them one of
9 these aptitude tests, this one concerned with visualizing
10 in three dimensions. They found that nearly thirty
11 per cent of their designing engineers were unable to
12 visualize in three dimensions, and this is your handicap.
13 We can discover this at the school level, and not at
14 the job where it becomes very costly, so that we would
15 recommend that some screening be done before an
16 apprentice is asked to enroll or before his application
is accepted.

17 On-the-job training is essential. The
18 classroom training during apprenticeship should be
19 handled by someone more competent in that line. The
20 teacher should be approved by the trade and, as we
21 mentioned in the brief, the curriculum should include
higher mathematics, some electronics, technical English.

22 MR. WHITE: May I ask you this about
23 your trade: Did I read not long ago they are using
24 electronic controls on some of these tool and die machines
25 in the States now?

26 MR. MARTIN: They are.

27 MR. WHITE: Is it Germany or the States
they are using electronic controls on these machine tools?

28 MR. MARTIN: They are using electronic
29 controls more and more. Most of the spraying machine
30 tools today are becoming electronically controlled.

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the necessary feeling for the trade.

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classroom training during apprenticeship should be
based on someone more competent in that line. The
teacher should be approved by the trade and, as we
mentioned in the past, the curriculum should include
higher mathematics, some electronics, technical English.
Mr. WHITE: May I ask you this about

your studies: did I read you long ago that you were
of electronic controls on some of these tools and the machines
in the machine shop?

Mr. WHITE: They are.

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they are using electronic controls on these machine tools?
Mr. WHITE: They are using electronics

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tools today are being electronically controlled.



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5 Here again the machinist is being
6 replaced by a machine but it requires a tool and die
7 maker to service the machine.

8 MR. WHITE: With some knowledge of
9 electronics, I suppose?

10 MR. MARTIN: Yes. His background now
11 has to include some knowledge of electronics in the
12 consideration of these circuits, one thing and another.
13 Speaking for myself at least, I never had any experience
14 in electronics before. Once it gets beyond one wire,
15 I am lost.

16 MR. WHITE: I think that is the main
17 improvement in going through Ryerson the fact that in
18 every department they have electronic equipment.

19 MR. BIRCH: You name it, they have
20 electronic machines for it.

21 MR. HARRIS: I just wanted to ask,
22 Mr. Chairman, when you were discussing this problem of
23 G.E. and the other big concerns, did I understand you
24 to say that you represent about forty per cent of the
25 tool and die manufacturers?

26 MR. BIRCH: No. We represent the entire
27 tool and die manufacturing in the non-captive shops.
28 Our membership is not one hundred per cent. Nobody has
29 one hundred per cent membership, but we do represent
30 all the top shops in Ontario, the non-captive shops.

MR. HARRIS: These big organizations
have their own tool and die people within the organiza-
tion?

MR. BIRCH: That is right, yes.

Here again the machine is being
indicated by a machine but it requires a tool and the
maker to receive the machine.

With some knowledge of
the machine.

MR. HARTLEY: Yes, the machine is
not to indicate some knowledge of electricity in the
connection of these circuits, one thing and another,
asking for example of them, I can not say any more.
In electricity itself, once it goes beyond the wire,
I am lost.

MR. HARTLEY: I think that in the main
the machine is going through the machine and that in
every other way they have electronic equipment.

MR. HARTLEY: You have it, they have
it, they have it.

MR. HARTLEY: I just wanted to ask
you, when you were discussing this problem of
the machine, did you say anything about the machine
to say that the machine is not a part of the

the machine is not a part of the machine.

MR. HARTLEY: No. We represent the machine
and the machine is not a part of the machine.
But what is the one hundred per cent. Nobody has
one hundred per cent. Nobody has one hundred per cent.
The machine is not a part of the machine.
The machine is not a part of the machine.

MR. HARTLEY: The machine is not a part of the machine.



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4 THE CHAIRMAN: Any further questions?

5 MR. HARRIS: You are in general agree-
6 ment with people in the big organizations? You have
7 contact with them?

8 MR. BIRCH: Yes. You see, when I go
9 into any big organization generally he is my customer
10 and naturally if I bring this subject up, well, as
11 vice-president of the Tool and Die Manufacturers
12 Association of Canada, I just cannot say well, I think
13 you should do this and that.

14 I just ask questions as to how they go
15 about their business. This is as far as I can get.
16 This is where we are stopped and this is where
17 government level, even to the extent of licensing the
18 trade, something like that, could be brought to bear
19 to bring them all together instead of everybody running
20 in every direction as is the case at the moment.

21 PROFESSOR LOGAN: In relation to this
22 apprentice organization are you thinking of having a
23 designated trade made of yours like the building trades?
24 Your trade would perhaps have a longer period of
25 apprenticeship?

26 MR. BIRCH: Well, I personally feel
27 that at the moment you see the only assistance we can get
28 is from the Department of Labour, and they are doing
29 their very best with the weapons they have. They have
30 laid down a four-year course. The apprenticeship should
be five years minimum I think myself. Half a loaf is
better than none. The mere fact that the Department of
Labour assisted us in indenturing apprentices for four



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4 years is suiting me down to the ground.

5 But this is the thing, with these
6 apprentices who are just learning from that particular
7 shop, there is no government body or no board of
8 education body who can say, well, you are going to be
9 a tool and die maker. Therefore, there is a certain
10 department where you can go for your further education.
11 This is what we want.

12 THE CHAIRMAN: You mentioned licences
13 a minute ago. With licences you would have to be
14 certified.

15 MR. BIRCH: That is it.

16 PROFESSOR LOGAN: You would be requiring
17 something like the garage people, requiring special
18 equipment?

19 MR. BIRCH: No. You see this is the
20 thing: A lot of people just do not want to go to school.
21 Mr. Martin mentioned on-the-job training before for him
22 to do practical work with an employer, but his brain
23 is what we want developed. We want to develop his
24 education. We want him to be able to describe a part
25 and read a drawing.

26 We want him to be able to have the
27 mathematical knowledge to calculate and construct this
28 part. This comes through the Department of Education.

29 How the Department of Labour got their
30 idea --- they have a plan which they call a ten-week
course they can send these boys on, but they are going
to send these boys on a course having grinding machines,
and what have you, and the drill press.

years is sitting me down to the ground.

But this is the thing, with these

opportunities who are just learning from that particular

step, there is no Government body or no board of

education body who can say, well, you are going to be

a coal and oil miner. Therefore, there is a certain

department where you can go for your further education.

This is what we want.

a minute ago. With licenses you would have to be

considered.

MR. BROWN: That is it.

PROFESSOR LOCKE: You would be recruiting

something like the garage people, requiring special

MR. BROWN: Yes, you see this is the

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4 They want to take these boys away from
5 these shops for ten weeks and put them on this course
6 where they are going to learn to sharpen a cutter. A
7 boy on the job will learn to sharpen a cutter first thing.
8 If you are going to get this on a ten-week course, the
9 boy is going to come back into the shop and there is
10 going to be a conflict in his mind because he is going
11 to be two different things, and trying to maintain some
12 command.

13 What we suggest is that either the boy
14 be sent one day a week or a night class two nights a
15 week that these boys can attend solely and simply with
16 their curriculum based on turning them into tool and die
17 makers, not machinists. Tool and die makers only.
18 This is what we want. The trade would be designated.

19 PROFESSOR LOGAN: It would not be
20 necessary, in other words, to have a lot of equipment?

21 MR. BIRCH: No.

22 PROFESSOR LOGAN: You are thinking that
23 the machine part of the work should be carried almost
24 entirely in your own shops?

25 MR. BIRCH: Yes. Do you agree gentlemen
26 with that?

27 MR. MARTIN: Yes.

28 PROFESSOR LOGAN: This other would just
29 be a matter of discussion and theorizing?

30 MR. BIRCH: No. There would be a
definite method. A tool maker is calculating all the
time, working with figures all the time. He has to take
dimensions from a blueprint. The draftsman has laid

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5 this out, and this is another thing I disagree with.
6 In lots of companies, especially the big companies where
7 their tool designer has designed a tool, and I think
8 Mr. Smith will bear me out on this, we have to keep
9 going back to him to make alterations in this print
10 because the draftsman is not sufficiently skilled to get
11 the message across as to what he wants us to construct.
12 Is that not true?

13 MR. SMITH: This is very true.

14 MR. BIRCH: Mr. Smith has a high
15 compression shop and in lots of cases thousands of hours
16 a year are lost on this count alone.

17 MR. SMITH: This is a point that has
18 not been brought up which I would like to mention, the
19 captive shops, who employ up to three and four hundred
20 tool makers. I am referring to one in Montreal, Northern
21 Electric. Most of the year the three hundred men that
22 they would carry in their tool room are servicing their
23 own equipment and possibly ten per cent of their staff
24 would be on new work.

25 They would send out possibly seventy
26 to eighty per cent of their requirements. They need
27 that many people in their organization to just maintain
28 existing production tools, such as a die for stamping
29 out a spoon, or whatever you want to stamp out, and this
30 is happening in most of your large companies today.

The same with General Motors, Massey-
Harris, and General Electric, they have to have these
skilled men to replace their existing tools because they
cannot wait to send these tools out and get competitive



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5 prices. They have to have them repaired, in many cases,
6 within a matter of hours, and they are going to the
7 job shops, as we refer to them, for their new work at
8 competitive prices, where they can complete a mould in
9 shorter hours than they can produce this with their
10 overhead rates probably of \$8.00 and \$9.00 an hour.
11 In the job shops where we do nothing but just build
12 tools, we are able to pare our overhead down and give
13 them tools cheaper than they can produce themselves.

14 PROFESSOR LOGAN: I think, Mr. Chairman,
15 what they would be well advised to do would be to have
16 a conference with Mr. McNeill and see how they do strike
17 off together.

18 THE CHAIRMAN: I think perhaps they
19 have, have you not?

20 MR. BIRCH: We had a conference? No.
21 This is just starting. As a matter of fact, this
22 Committee of yours, as far as we are concerned, is well
23 timed. We were just starting to rear our head just
24 because a few dedicated amongst us have got the interest
25 of the trade at heart. This is now starting to move.

26 MR. THOMPSON: Are there courses of
27 work which tool makers do?

28 MR. BIRCH: Yes.

29 MR. THOMPSON: I am thinking of the five
30 year course which was suggested for apprenticeship.
31 Could there be a short course for some fellows to get
32 a diploma on this basis, that they are doing some
33 particular work?

34 MR. BIRCH: What we would like to do is

prices. They have to have them repaired, in many cases, within a matter of hours, and they are going to the job shops, as we refer to them, for their new work at competitive prices, where they can complete a mould in shorter hours than they can produce this with their overhead rates presently of 25 00 and 30 00 an hour. In the job shops where we do nothing but just build tools, we are able to pare our overhead down and give them tools cheaper than they can produce themselves.

PROFESSOR LOCKAN: I think, Mr. Chairman,

what they would be well advised to do would be to have a conference with Mr. McNeill and see how they do settle off together.

THE CHAIRMAN: I think perhaps they

have, have you not?

MR. BROWN: We had a conference? No.

There is just something. As a matter of fact, this Committee of yours, as far as we are concerned, is well timed. We were just starting to work our head just because a few decisions ago, as we have got the interest of the trade at heart. This is now starting to move.

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Would there be a short course for some fellows to get a diploma on this basis, that they are doing some

particular work?

MR. BROWN: What we would like to do is



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4 train them.

5 MR. THOMPSON: I was wondering, with
6 tool makers, some of them have very complicated jobs.

7 THE CHAIRMAN: Is there a short cut
8 provided they were just on one particular job?

9 MR. BIRCH: Yes, I think this is going
10 to develop inasmuch as from my own personal experience,
11 like everything else, with the advancement of technology
12 you get apprentices branching off with specializing
13 in one part of the technology. These tools have become
14 with automation, and everything else, more and more
15 complex. That is why people like Ford, as an example,
16 are dropping a lot of their departments and giving their
17 work out to specialist shops and I do foresee that
18 industry will eventually be one big assembly manufactur-
19 ing plant and around it will be dotted all these
20 separate specialty shops, but in the specialty shops
21 there must be a skilled man in the tool and die trade.

22 MR. MORNINGSTAR: You say the Department
23 of Labour is co-operating with you people?

24 MR. BIRCH: Yes indeed. I am very
25 pleased with their co-operation. I would like that to
26 go on the record that we are very pleased with the effort
27 the Department of Labour is making but unfortunately
28 where they fall down, they have not got a full knowledge
29 of the requirements of our trade. We have been working
30 in close co-operation with them for the last eighteen
months.

THE CHAIRMAN: Any further questions?

Mr. Birch, gentlemen, on behalf of the Committee,

their own.
THE CHAIRMAN: I was wondering, with
good memory, some of them have very complicated jobs.
THE CHAIRMAN: Is there a short cut

provided they were used on one particular job?
MR. BROWN: Yes, I think this is going
to develop instead of from my own personal experience,
in everything else, with the advancement of technology
you get specialties branching off with specializing
in one part of the technology. These tools have become
with automation, and everything else, more and more
complex. That is why people like Ford, as an example,
are dropping a lot of their departments and giving their
work out to specialist shops and I do foresee that
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ing plant and around it will be dotted all these
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MR. CHAIRMAN: Any further questions?
MR. BROWN, Gentlemen, on behalf of the Committee,



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4 I want to thank you for presenting this brief, and
5 coming here and discussing it with us today. I think
6 the members of the Committee would be sympathetic and
7 we will give it a great deal of thought.

8 MR. BIRCH: Thank you very much.
9 Thank you for seeing us. There is one thing I would
10 ask you to think about and that is the recommendation
11 on the top of the second page about this recognition at
12 government level.

13 We think this is terribly important.
14 It is a matter of pride. We are proud of our trade.
15 I am proud to be a tool and die maker. We would like
16 government level to recognize our trade. We make quite
17 a considerable contribution towards the economy of this
18 country. It is not just a matter of pride. If this
19 country went to war, the tool and die manufacturers
20 would be the backbone. If you went to the D.B.S. in
21 Ottawa, they cannot tell you how many there are in
22 Canada. They cannot tell you a thing. We have been up
23 there. We are split in the D.B.S. statistics into about
24 seventeen different categories.

25 THE CHAIRMAN: We will adjourn gentlemen
26 now until two thirty.

27 --- Luncheon adjournment.
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I want to thank you for presenting this letter, and
coming here and discussing it with us today. I think
the members of the Committee would be sympathetic and
we will give it a great deal of thought.

Very sincerely, Thank you very much.

Thank you for seeing me. There is one thing I would
ask you to think about and that is the recommendation
on the top of the second page about this recognition of
government is all.

We think this is fairly important.

It is a matter of policy. We are afraid of our words.

I am proud to be a part of the work. We would like
government to be a part of our lives. We want to give
a chance to this constitution because the economy of this
it is not just a matter of policy. It is

country with a very long and rich history.

would be the best. I want to see the U.S. in

Germany, they cannot tell you how many there are in

There cannot be a thing. We have seen up

money, we are going to the U.S. and we are going to

seventeen billion dollars a year.

The Chairman: We will adjourn tonight.

Now we will adjourn.

The Chairman: adjourned.



--- Upon resuming at 2.30 p.m.

THE CHAIRMAN: It is past the hour of two-thirty, so if you, sir, would like to take your brief and we will read it through and then if there are any questions we will come back to it after.

CAPTAIN BROWN: This brief, Mr. Chairman, is very short. It was felt by our Committee at Beverley Lodge, that this area of training with which we are concerned might be included in the scope of your Committee's investigation; hence, the purpose for its making.

SUBMISSION

OF

CAPTAIN HARRY H. BROWN

BEVERLEY LODGE, 417 KING ST. E., TORONTO 2, ONTARIO

APPEARANCE:

Captain Harry H. Brown

MR. BROWN: A submission to the Select Committee on Manpower Training of the Ontario Legislature.

Prepared by Captain Harry H. Brown, Church Army, who would offer the following as his qualifications for the submission.

1954 graduate of the Church Army Training College, Toronto. 1954-1957 Anglican Jail Chaplain for the Diocese of Ottawa. 1957 - to present Director of Beverley Lodge, Toronto. This is a half-way house,

... upon assuming at 2.30 p.m.

and Chairman: It is past the hour of
two-thirty, so if you, Sir, would like to take your
chair and we will read it through and then if there are
any questions we will come back to it after.

CAPTAIN AARON: (After a brief pause)

... is very short. It was told by our committee at
Beverly Lodge, that this area of a thing which we
are concerned might be included in the scope of your
Committee's investigation; hence, the request for its

RESOLUTION

1.

Resolved That the

following be adopted:

Resolved That the

be shown: A submission to the Board

submitted on November 19th of the Ontario Legislature
proposed by Captain Henry H. Brown,

Church Army, who would offer the following as his qualifi-
fication for the submission.

1921: Graduate of the Church Army Train-
ing College, Toronto. 1924-1925 Anglican Jail Chaplain
for the purpose of Ottawa. 1927 - to present Director
of Beverly Lodge, Toronto. This is a halfway house,



operated under the Diocese of Toronto, to assist in the rehabilitation of the young offender in Ontario. The Lodge works with men between the ages of sixteen and twenty-five, predominantly with those released from Provincial Reformatories.

Sir, this submission is in the form of a request that a specific area of trades training, namely that offered inmates of Provincial Reformatories be included in the scope of your report. It would further ask that recommendations be made by your committee as to how this training could be improved in quality, quantity, and in its relationship to the needs of Industry. As you are probably aware, training of this sort is available to some degree in almost all penal institutions. On the whole the trades are well taught by competent instructors. There is however a serious question as to how well the instruction given fits the man for work in competitive Industry on his release. It is the writer's contention that better use could be made of these facilities, and of the inmate's period of detention, resulting in a much better chance of his being absorbed into industry as a useful worker on his release.

I would offer two reasons as to why this specific field could, and should be included in your report.

You give the definition of technical and vocational training as "Any form of instruction the purpose of which is to prepare a person for gainful employment in any primary or secondary industry, or in any service occupation". Such training is offered in the



Reformatories, and its purpose is to achieve these aims.

2. Your concern is the unskilled worker who may well become the perpetually unemployed worker of the future, if indeed he is not that now. Many hundreds of men pass through our reformatories each year, the great bulk of whom would be in this category. I fully realize that job security is not the sole answer to their problem, but it is an important factor. Indeed it may be classed a key factor if rehabilitation is to be achieved. Their period in prison would seem to offer an ideal time to give such training as is needed if they are to qualify for future employment.

If you, sirs, see fit to include this area in your report, I would suggest three questions that might be explored.

1. Is there a lack of trades' training facilities in the Provincial Reformatories? All first offenders, and all offenders under twenty-five serve their time in either the Brampton Training Centre, or the Guelph Reformatory. In Guelph trades training is offered to a small portion of the population due to lack of facilities, and of staff. In Brampton, an institution devoted wholly to such training, men are often on half day shops due to lack of facilities.

2. Are the trades being taught now unrelated to the needs of Industry? The writer, along with other after-care workers, has faced the truth that many of the trades taught, building trades, radio, etc., have no openings for employment in the labour market today. These trades are either too complex to be taught in a



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4 short period, or well supplied with skilled craftsmen
5 already in need of work.

6 3. Is the training as now given recognized
7 by Industry, and by the Labour Unions? The best training
8 in the world is of little use if it does not fit the
9 person for employment in the eyes of the above groups.
10 I would suggest that neither Industry nor Unions in the
11 main recognize the training given in the reformatories,
12 hence the inmate finds himself an unemployed "trained
13 worker", rather than an unemployed "labourer".

14 On the basis of these issues I would
15 ask that the field of trades' training in the reformato-
16 ries be included in your report, and would look with
17 pleasure on any positive recommendations you might make
18 as to their improvement. I would add that this brief
19 is in no way meant to be a criticism of those conducting
20 training courses in the Institutions, but rather a
21 request that a fresh look at the aims and methods of
22 such courses be undertaken.

23 MR. MORNINGSTAR: Mr. Chairman, have
24 they any of these facilities now where they learn trades,
25 where the sentence is not too long? These boys'
26 reformatories?

27 THE CHAIRMAN: Have we trades? Yes.

28 MR. GISBORN: We had a report from the
29 Deputy Minister of Institutions, on what was taking place.
30 As far as I was concerned, the picture was pretty grey
as to what they were able to accomplish. I think they
pointed out that the make-shift classroom, inasmuch as
they had to beg, borrow, or get the machinery that they

these people, or well supplied with skilled craftsmen
already in need of work.

Is the training as now given recognized
by industry, and by the Labor Union? The best training
in the world is of little use if it does not fit the
person for employment in the eyes of the above groups.
I would suggest that neither industry nor unions in the
main recognize the training given in the Institutes.
Hence the Institute should present an unemployed "trained
worker", rather than an unemployed "laborer".

As the result of these issues I would
ask that the field of career training in the Institution
be included in your report, and would look with
pleasure on any positive recommendations you might make
as to such improvement. I would also like to know
if in any way we can be of service in these connections.
Training courses in the Institute, but rather a
report that a fresh look at the aims and methods of
such courses be made.

They may of these facilities now where they learn trades,
where the response is not too long. These boys
recommence?

THE CHAIRMAN: Have we time? Yes.
THE CHAIRMAN: We had a report from the
Regulatory Division of Institutions on what was taking place
as far as I was concerned, the picture was pretty good
as to what they were doing to accomplish. I think they
pointed out that the nine-hour classroom, inasmuch as
they had no bag, bottom, or set the machinery was very



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4 used for training --- I think it was pretty well pointed
5 out that there was no concise method of training in the
6 institutions.

7 MR. BRUNELLE: What is the average
8 length of stay in these institutions: Guelph and
9 Brampton?

10 CAPTAIN BROWN: Of course, both of them
11 are Provincial institutions which means the sentence
12 is two years or less. Anything over that becomes a
13 federal sentence, which means the penitentiary. From my
14 experience, I think the average stay in Brampton would
15 average six months; at Guelph, perhaps a bit longer.
16 Brampton is the centre where it is completely trades'
17 training, and this is a short enough period to qualify
18 anyone. It cannot make him a craftsman and he cannot
19 learn a trade overnight. But, I think in Brampton,
20 where they do have facilities and equipment, if it could
21 be full days in the trades' training, they could
22 accomplish a lot more.

23 Guelph is very under-staffed as far as
24 trades' training. I think probably about one hundred or
25 one hundred and fifty out of eight or nine hundred men
26 get a crack at trades' training. The others may work
27 in the tailor shop. But, frankly, this just does not
28 qualify for work in the industrial field, learning to
29 make uniforms or such.

30 MR. MORNINGSTAR: It would be quite
difficult to learn these trades because they are not
there too long?

THE CHAIRMAN: They would not complete



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4 their training.

5 MR. MORNINGSTAR: It says here that
6 trades' training is offered to a small portion of the
7 population due to lack of facilities, and of staff.

8 THE CHAIRMAN: I would think one of your
9 big problems is going to be with a boy that gets two
10 years', to get someone in industry to take him to finish
11 his training?

12 CAPTAIN BROWN: This has been actually
13 one of the real bones of contention, that we recognize
14 that a boy would not, for instance, complete an
15 apprenticeship and in that sense be a craftsman or a
16 journeyman on his release; but, we have tried hard to
17 get recognition of his time that he has spent in the
18 trades' shop, which can be applied to an apprenticeship.

19 MR. MORNINGSTAR: Something like that.

20 CAPTAIN BROWN: At the moment, this is
21 not recognized at all. It is not recognized by trade
22 unions; it is not recognized by management, in the
23 main. You might get an individual employer who will,
24 but in the main they simply - when you tell them that
25 a boy has spent six months in the electrical shop, this
26 means very little to them and, hence, you do not get
27 an opening to start with.

28 MR. MORNINGSTAR: I am surprised that
29 the trade unions do not take them up.

30 CAPTAIN BROWN: I am not certain of the
ins and outs. Again, there are individual trade unions
who have been very helpful to us, but in the main it has
not worked. There are others, in the Department of



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4 Reform Institutions, as well as ourselves, as out-workers,
5 who have been concerned about this, because it seems a
6 great waste of the trades' training that is done.

7 MR. MORNINGSTAR: But, you are bound to
8 get letters from people who know they can get out on
9 parole and they have some job to go to.

10 THE CHAIRMAN: What has your experience
11 been with boys whom you have started to train and whom
12 you have placed in industry; what percentage have stayed
13 straight and completed their training?

14 CAPTAIN BROWN: We have, unhappily,
15 been only able to place, I would think, about five per
16 cent of the boys we have worked with in the trade that
17 they learned in Brampton. So, we do not have a very
18 large group to base an answer on. I would think that a
19 boy who has settled in to do a good job on trades'
20 training --- and this shows in his conduct in the
21 institution --- it is easily seen if he is interested
22 or not --- if he gets a chance at a decent job, he has
23 done quite well. I would say the percentage has been
24 much higher from the percentage of the person who has
25 to go out and take a run of the mill job and it often
26 leads to seasonal unemployment. It certainly is not the
27 whole answer. But, this is another sphere of our work.
28 It is not just related to trades' training --- that a
29 job is not the whole answer to these men. On the other
30 hand, it is a big factor.

31 THE CHAIRMAN: I have had an opportunity
32 to start three in the last eight years. One of the three
33 turned out to be a good man. I think that one of the



two that was left, if his buddies had left him alone, he may have been all right. They rushed him to the point where we had to get rid of him. We had too many undesireables around.

MR. GISBORN: I would think that, even thinking that the end result of institutional training would be important, and you have the full scope of the facilities to do something for them while they are in there, to occupy their minds and change their attitudes and have a very good psychological effect on a lot of them in there --- have we been disregarding the end results coming out?

CAPTAIN BROWN: I think that is true. One of the greatests banes of prison life is the idleness. A prisoner probably puts in a four-hour work day and most of our institutions, by the time he has been counted in and out, they have not learned to put in an eight-hour day when they come out. Another thing is this matter of the related training that is given through industry. Many of the trades that are taught now are ones that were taught forty years ago. They are sort of historic trades that have been taught in institutions for years but which do not have a market for workers today. Carpenters, with so much carpentry work being done in shops, you know, with window frames and all of these being pre-assembled, there is not the market for skilled carpenters or men who are semi-skilled carpenters, and hence, the chances of employment are very slim. Yet, carpentry is faithfully taught as a trade. I have felt that often. I do not know what the answer is, but

two that was left in his position had left him alone,
he may have been all right. They waited for the
point where we had to get out of town. We had no way
of knowing where to go.

Mr. GILBERT. I want to think that, even
thinking that the end result of this situation is
would be important, and you have that idea, and the
facility to do something for them when they are in
there, to develop a new kind of thing. And then
and have a very good psychological effect on a lot of
them in the end. I think we have been doing that for a long

one of the greatest things of this life is the release
A prisoner's program is a thing that is not only
most of our interest, but in the end, a few years ago
in and out, they have not been in the end in the end
hour day when they come out. Another thing is that
matter of the prison is a thing that is given to
industry. One of the greatest things of this life is
one that is not only a thing that is given to
historic things that have been left in the end
for years and which is not only a thing that is given to
money. Experience, which is not only a thing that is given to
tons in ships, you know, with the things and all of
those things are something that is not only a thing that is given to
skilled carpenters or men who have been in the end
and hence, the chance of this is not only a thing that is given to
Yes, carpentry is something that is not only a thing that is given to
I don't know what the answer is, but



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5 I have often felt that it would be good if there could
6 be a fresh look given at what trades are taught as
7 related to the needs of industry. There is a constant
8 demand for machine operators --- not a machinist, but
9 operators who can do one job on a production line in a
10 factory and do it well. He would not be a craftsman,
11 but a semi-skilled operator and, yet, such things as
12 this are not taught. Those are things that could be
13 taught in a relatively short period of time and would
14 offer a reasonable chance of steady employment.

15 MR. BOYER: They are taught now by the
16 industry concerned, are they not? Do you mean, Captain,
17 that there should be more machine operation taught in
18 technical schools and so on?

19 CAPTAIN BROWN: I have been concerned
20 primarily with the penal institutions, which is our
21 sphere of work, but it seemed to me we could often have
22 placed a boy if he knew how to operate a punch press or
23 something like this; whereas, we have never been able
24 to place a graduate, in the five years that I have been
25 in the work.

26 MR. THOMPSON: First of all, I can
27 appreciate the difficulties of the reform institutions.
28 I think when the Deputy Minister talked to us he mentioned
29 a real difficulty, that you do not compete with outside
30 industry so that the boys could work. But, my own
feeling is I do not think we should just think of the
institution as a short term training. I would hope that
some day there will be a concept about institutions
where it really emphasizes rehabilitation and that the

I have often felt that it would be good if the world
had a book given as what trades are taught as
related to the needs of industry. There is a constant
demand for machine operators -- not a machinist, but
operators who can do one job on a production line in a
factory and do it well. We would need a craftsman,
but a semi-skilled operator and, too, some things as
this are not taught. There are things that could be
taught in a relatively short period of time and which
would be a valuable source of steady employment.

It is true, they are taught now by the
industry community, and they need to be taught, but
that there should be some machine operation taught in

technical schools and so on?

Yes, I have seen records of
primarily with the general trade business, which is one
source of work, but it seems to me we could often have
placed a boy if he knew how to operate a pump or
something like that, whereas, we have never been able
to place a graduate in the five years that I have been
in the work.

MR. THOMPSON: Next of all, I can

appreciate the difficulties of the reform institutions
I think when the Deputy Director failed to be in position
a real difficulty, that you do not compare with certain
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feeling is I do not think we should just talk of the
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where it really emphasizes rehabilitation and that the



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4 boy may do the sort of pre-apprenticeship course and
5 that there will be far more of your hostels for boys
6 who are in institutions, will be leaving the institution,
7 and there will be a follow-up for perhaps a period of
8 going out into the industry and reporting back to the
9 hostels. Now, in connection with this I think there is
10 a great deal to be done in getting the public to accept
11 young men who have been offenders, being allowed to
12 work in the community. I have an apprehension about
13 some fellows having a black mark against them and I
14 think this whole area of your problem is very broad, in
15 connection with the objectives and I would like to be
16 on record as saying that I would hope that these
17 objectives that you are trying to arrive at will be
18 achieved.

18 CAPTAIN BROWN: It does seem to me,
19 and I think it has been done in Alberta to an extent ---
20 the Bowness Institution there, which is similar to our
21 Brampton Institution have, in some devious way, involved
22 management and trade unions, as well as the government,
23 in their trades' training programme, the result being
24 that the boys are trained under conditions that the union
25 recognizes and, hence, they will grant them union
26 tickets or apprenticeship tickets, and will certify them
27 and the boy can step out with a union ticket when he
28 is released, which makes tremendous strides in finding
29 employment and management is involved. It seems to me
30 this is the only answer. I believe this is done in
California too, where they have involved those three
factors: The government, union and industry, or

they may do the sort of pre-apprenticeship course and that there will be far more of your hostels for boys who are in institutions, will be leaving the institution, and there will be a follow-up for perhaps a period of going out into the industry and reporting back to the hostels. Now, in connection with this I think there is a great deal to be done in getting the public to accept young men who have been offenders, being allowed to work in the community. I have an apprehension about some fellows having a black mark against them and I think this whole area of your problem is very broad, in connection with the objectives and I would like to be on record as saying that I would hope that these objectives that you are trying to arrive at will be achieved.

MR. A. J. BROWN: It does seem to me, and I think it has been done in Alberta to an extent -- the business institution there, which is similar to our probation institution here, in some respects was, I believe, management and trade unions, as well as the Government, in their training programs, and results being that the boys are trained under conditions that the union recognizes and, hence, they will grant them union tickets or apprenticeship tickets, and will certify them and the boy can step out with a union ticket when he is released, which makes tremendous strides in finding employment and management is involved. It seems to me this is the only answer. I believe this is done in California too, where they have involved these three -- the Government, union and industry, or



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4 management, and the result has been quite successful,
5 both in training and in placement which, of course, leads
6 into rehabilitation.

7 MR. BOYER: In connection with what Mr.
8 Thompson has just been discussing, about hostels, though,
9 it might be well if we had on the record something about
10 your work at Beverley Lodge. You do take inmates from
11 institutions and try and keep them there and help them
12 to get into industry?

13 CAPTAIN BROWN: Yes. Our home is set
14 up under the Anglican Church Diocese of Social Services,
15 as a half-way home for boys who have been offenders.
16 We will work with any offender. He does not necessarily
17 have to have been to a reformatory.

18 MR. BOYER: He will be on probation?

19 CAPTAIN BROWN: He will be on probation.
20 The great bulk of our boys come from the Brampton
21 Training School because we have fairly close relationships
22 there and the large group is the one that we are
23 particularly interested in. The idea is a home setting
24 which tries to counsel and deal with him as to his
25 emotional and spiritual needs and also to try and
26 establish him in employment and to help him to re-adjust
27 to society.

28 MR. BOYER: Are these boys just of your
29 church?

30 CAPTAIN BROWN: No. The home is open
to boys of any faith, if they are prepared to accept
what we have to offer. It is a voluntary admission and
it is open to any boy, regardless of creed, or colour



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4 or faith.

5 MR. HARRIS: There is no fee in
6 connection with this?

7 CAPTAIN BROWN: The boys pay board when
8 they are working. We will carry them up until such time
9 as they are employed. We have had a few boys take
10 courses. We do not refuse a boy because he is not
11 working, because ninety-nine per cent of them are not
12 working when they come to us and they do pay a subsidized
13 fee when they become employed.

14 MR. THOMPSON: I was wondering if the
15 boy has a better chance of getting out on parole ----

16 CAPTAIN BROWN: I would not like to
17 speak on behalf of the Parole Board. I would say that
18 we are in good status with the Parole Service, and they
19 never refuse our services to any boy who we have accepted,
20 if his institutional record has been good.

21 MR. THOMPSON: I am suggesting that
22 there would be more boys out of the institution who would
23 be working in the community if we had more such hostels
24 as yours?

25 CAPTAIN BROWN: I think there is a need
26 for placement services. I think the vast great
27 percentage of failures on parole could be traced to boys
28 going out to very poor settings. They have been released
29 because Brother John has promised that he will take him,
30 but Brother John, after a week, gets discouraged with
the whole situation the first time there is a problem,
and the plan does not work.

MR. BOYER: Would those boys be mostly

or later.

MR. HARRIS: There is no fee in

connection with this?

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they are working. We will carry them up until such time as they are employed. We have had a few boys take courses. We do not refuse a boy because he is not working, because ninety-nine per cent of them are not working when they come to us and they do pay a considerable fee when they become employed.

MR. HARRIS: I see something in the

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CAPTAIN BROWN: I would not like to

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MR. HARRIS: I am suggesting that

there would be more boys out of the institution who would be working in the community if we had more such parolees as yours?

CAPTAIN BROWN: I think there is a need

for placement services. I think the vast majority of failures on parole could be traced to some failing on the very poor side. They have been released because Brother John has promised that he will take him, but another John, after a week, gets discouraged with the whole situation and finds that there is a problem, and the plan does not work.

MR. HARRIS: Would those boys be really



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4 from the City of Toronto?

5 CAPTAIN BROWN: No. Actually, we are
6 set up to work with offenders in Ontario, but, I would
7 suggest about forty or thirty per centy of our boys have
8 come from the Maritimes to Ontario, and get in trouble
9 here. All of our boys have been involved with the law
10 in Ontario.

11 MR. BOYER: A boy from a small town,
12 who is on parole, is not the aim to send him back to his
13 own community, if it is possible for him to fit in there
again?

3 14 CAPTAIN BROWN: I do not think this
15 would necessarily be true. I think if there is a stable
16 home, that the Parole Board would naturally like to see
17 him return to that home. A great number of boys in
18 trouble have no home or home background at all; about
19 ninety per cent of the boys are from broken-home back-
grounds.

20 MR. MORNINGSTAR: Ninety per cent?

21 CAPTAIN BROWN: I think this is a very
22 fair estimate.

23 MR. HARRIS: How many can you handle at
24 the Lodge?

25 CAPTAIN BROWN: We have room for nine
26 boys. We wanted it to be a home setting, not another
27 institution. We feel that that is all we can handle.
If we had a bigger place, we might go to twelve.

28 MR. THOMPSON: How many such hostels
29 are there across Ontario?

30 CAPTAIN BROWN: There is only one, as

from the City of Toronto?

CAPTAIN BROWN: No. Actually, we are

set up to work with offenders in Ontario, but I would suggest about forty or thirty per cent of our boys have come from the statistics to Ontario, and get in trouble here. All of our boys have been involved with the law

in Ontario.

MR. JONES: A boy from a small town, who is on parole, he got the idea to send him back to his own community, if it is possible for him to fit in there

again.

CAPTAIN BROWN: I do not think this

would necessarily be true. I think if there is a stable home, that a family would naturally like to have him return to that home. A great number of boys in

Ontario have no sense of home background at all; about ninety per cent of our boys are from broken-down back-

grounds.

MR. WINTERTON: Ninety per cent?

CAPTAIN BROWN: I think this is a very

fair estimate.

MR. HARRIS: How many can you handle at

the moment?

CAPTAIN BROWN: We have room for more

boys. We wanted it to be a home setting, not another institution. We feel that that is all we can handle.

If we had a bigger place, we might go to twelve.

MR. HARRIS: How many each house?

are there across Ontario?

CAPTAIN BROWN: There is only one, as



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4 far as I know. The Salvation Army has the House of
5 Concord, which is a probationers' home, which is rather
6 larger than ours. They have about fifty boys there.
7 It is not a voluntary admission basis, and hence, it
8 tends to be more institutional than we are.

9 MR. THOMPSON: Do you get any government
10 grant for the work you are doing?

11 CAPTAIN BROWN: We get a small grant
12 from the Province, under the Charitable Institutions Act.

13 MR. CHAPPLE: Do you have many repeats
14 --- that is, boys after they come to you and then go out?

15 CAPTAIN BROWN: We have our share, I
16 am afraid. I would say about twenty per cent of the boys
17 we work with get back into trouble with the law. Some
18 boys, as it has turned out, after their second brush
19 they learn real values from their stay and become pretty
20 good citizens. So, we do not consider it a failure if
21 they have slipped back once. Some of them need that
22 extra brush to realize that the values we have been
23 talking about are true. But, you have some too who just
24 cannot face the demands of society and then we will have
25 failures.

26 MR. CHAPPLE: How about those who have
27 been trained, or even partially trained, do many of them
28 come back or are they more likely, after they get the
29 training, to stay away from that?

30 CAPTAIN BROWN: The one who can land
a decent job, certainly, has a much greater chance of
staying clear of difficulty. Unemployment is one of the
great banes and, unfortunately, I think about sixty



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they have real values from their stay and become pretty
 good citizens. So, we do not consider it a failure if

they have slipped back once. Some of them need that
 extra push to realize that the values we have been

talking about are real. But, you have seen too the fact
 cannot face the demands of society and then we will have

MR. THOMPSON: Now about those who have
 been trained, or even practically trained, do many of them

come back or are they more likely, since they get the
 training, to stay away from that?

CAPTAIN BROWN: The one who can find
 a decent job, certainly, has a much greater chance of

staying clear of difficulty. Unemployment is one of the
 great causes and, unfortunately, I think about sixty



per cent of the boys in reformatories have elementary schooling at most and industry today, with just elementary schooling, no trades' training, they have not much of a future, or if it is a job that is not for twelve months a year, it is very difficult and these boys do not learn to save money. Hence, a period of unemployment can really put pressures on the boys and it is very easy for them to slip back into the habit of getting money in other ways.

MR. GISBORN: I would like to go back to the reference to the attitude of the trade union movement. I am sure that their concern is not with the released inmate taking his job from someone, but rather the fact that they are not competent in the trade. I think we are talking about the trades when we refer to the problem of the trade union movement. I am sure that in the industrial unions they do not have anything to do with whom the management hires, and as far as I am concerned there should be ample jobs for released inmates in the many industries across the country, if we can have the co-operation. I would like to ask the question: What is the experience in placing them in industries, because they are hired by management solely? The industrial unions do not have anything to do with who they hire. I am wondering, when industry calls the Selective Service and they get a record and the record indicates a boy has served time in a reformatory, they do not take them?

CAPTAIN BROWN: The unions do have a say, when you are working with a closed shop, because if

per cent of the boys in reformatories have elementary

schooled at most and industry today, with just elementary

schooled, no trades, training, they have not much of

a future, or it is a job that is not for twelve months

a year, it is very difficult and these boys do not learn

to save money. Hence, a period of unemployment can

really put pressure on the boys and it is very easy for

them to slip back into the habit of getting money in

other ways.

MR. OLSON: I would like to go back

to the reference to the attitude of the trade union

movement. I am sure that their concern is not with the

reformed inmates taking any job from someone, but rather

the fact that they are not competent in the trade. I

think we are talking about the future when we refer to

the attitude of the trade union movement. I am sure that

in the industrial world they do not have anything to do

with how the management runs, and as far as I am

concerned there should be ample jobs for reformed inmates

in the many industries across the country, if we can

have the cooperation. I would like to see the question

that is the experience in placing them in industries,

because they are trained by management schools. The

industrial unions do not have anything to do with how

they run. I am wondering, when industry calls the

industrial unions and they get a record and the record

indicates a boy has served time in a reformatory, they

do not take them.

MR. OLSON: The unions do have a

say, when you are working with a closed shop, because if



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4 a boy cannot get a ticket, the management cannot hire
5 them even if they would like to, and we have had several
6 experiences of this. Even more directly has been my
7 concern in the field of apprenticeship where the boy has
8 to not only be indentured by the Province, but has to
9 be accepted by the union concerned. We have found that
10 they will not recognize the trades' training that has
11 been given, and, generally, a boy is over twenty-one
12 years of age, which, at the moment, is the maximum age
13 at which he can apply for apprenticeship.

14 MR. GISBORN: I would like to get this
15 clear because I would not want to give the wrong impress-
16 ion. When you are talking about apprenticeships, in
17 all of the apprenticeships where the unions have any-
18 thing to say about it, there is an advisory committee?

19 CAPTAIN BROWN: Yes.

20 MR. GISBORN: And it is partly a
21 decision of whether they take them into the apprentice-
22 ship. On the closed shop situation, there are very few
23 closed shops, such as you will find with the Long Shore-
24 men's Union and some sections of the Teamsters' Union.
25 That is all I can recall. But, where they have the
26 plumbers -----

27 CAPTAIN BROWN: --- and steamfitters ----

28 MR. GISBORN: And carpenters, the
29 employer calls to their union to look for their men ---
30 and this is for the journeyman, not for the apprentice.
31 But, where you are talking about apprenticeship, the
32 unions do not make the decision. It is a three-way
33 decision to take an apprenticeship: The advisory

1 a boy cannot get a ticket, the management cannot hire
2 them even if they would like to, and we have had several
3 experiences of this. Even more directly has been my
4 concern in the field of apprenticeship where the boy has
5 to not only be indoctrinated by the province, but has to
6 be accepted by the union concerned. We have found that
7 they will not recognize the lad's training that has
8 been given, and, generally, a boy is over twenty-one
9 years of age, which, at the moment, is the maximum age
10 at which he can apply for apprenticeship.

11 THE CHAIRMAN: I would like to get this
12 order because I would not want to have the union impress-
13 ion when you are talking about apprenticeship, in
14 all of the apprenticeships where the unions have im-
15 pressed to say that, there is an educational
16 element.

17 THE CHAIRMAN: And it is partly a
18 decision of whether they take them into the apprentice-
19 ship. In the case of ship station, there are very few
20 closed shops, even as you will find with the longshore-
21 men's Union and some sections of the Transport Union.
22 That is all I can recall. And, where they have the

23 plumbers --
24 THE CHAIRMAN: -- and ironworkers --
25 THE CHAIRMAN: -- and carpenters, and
26 they call on their union to look for their men --
27 and this is for the journeyman, not for the apprentice.
28 And, where you are talking about apprenticeship, the
29 union is not making the decision. It is a three-way
30 decision to take an apprenticeship. The industry



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5 committee itself, a government member, and union and
6 management.

7 CAPTAIN BROWN: But, what we have been
8 trying to achieve is this. A young boy is sentenced in
9 the City Hall and the Magistrate will send him to
10 Brampton and tell him to go and learn a trade ---: I am
11 sending you to a place where you can. So, he goes to
12 Brampton, works hard for a year in the electrical shop,
13 say, then comes out to find that: (1) Many places
14 will not hire him unless he can get a ticket with the
15 Electrical Union and (2) the company itself will not
16 recognize his training. Now, he has been built up for
17 a year and told that if he works hard he will find a
18 place in society, only to find that society does not
19 accept the training.

20 MR. GISBORN: But, you have to agree
21 that he would not be competent to do the work required
22 as a journeyman?

23 CAPTAIN BROWN: I can agree. We have
24 nothing there to encourage the fact, unless trades'
25 training were given in such things as punch machines.
26 No, we would not imply in the least, that he would be
27 a journeyman. We only ask that recognition be given for
28 the training that he has had toward his becoming a
29 journeyman.
30

MR. BOYER: It may be that this man has
been put in the position of thinking that he was going
to learn a trade there when, perhaps, that was not
actually what was going to happen?

committee itself, a government committee, and union and management.

MR. TOLSON: But, when we have been

trying to achieve is this. A young boy is sentenced in the City Hall and the Magistrate will send him to

prison and tell him to go and learn a trade -- I am

sending you to a place where you can, so, no goes to

prison, works hard for a year in the electrical shop,

say, then comes out to find that (1) when you

will not hire him unless he can get a ticket with the

Electrical Union and (2) the company itself will not

recognize his training. Now, he has been built up for

a year and told that if he works hard he will find

place in society, only to find that society does not

accept the training.

MR. TOLSON: But, you have to agree

that he would not be competent to do the work required

as a journeyman?

MR. TOLSON: I can agree, to have

nothing there to encourage the fact, unless training

training were given in such things as punch machines.

No, we would not imply on the fact, that he would be

a journeyman. We only ask that recognition be given for

the training that he has had toward his becoming a

MR. TOLSON: It may be that this man has

been put in the position of thinking that he was going

to learn a trade there when, perhaps, that was not

actually what was going to happen?



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4 CAPTAIN BROWN: I am afraid it does not.
5 The impression certainly given to him, day after day, is
6 that he will be a trained worker and that he will be
7 able to get a job because he has learned a trade. I
8 realize this is partially ignorance on the magistrates'
9 part; perhaps they know very little about placing men.

10 MR. THOMPSON: I remember going out to
11 Brampton, to the training school. I know the frustration
12 on the part of some of the dedicated staff who were
13 there, that they had given training to boys and this is
14 getting no recognition. Now, they felt the Department
15 of Education did everything that they could to give
16 certification for this broad educational background,
17 but as far as training that they were being offered
18 every year --- they were on two years less a day
19 sentences --- and they were getting no recognition, and
20 it was on a basis not only of union hesitation, but on
21 the basis of the Department of Labour. I think we
22 should check into this.

23 CAPTAIN BROWN: I have not meant to be
24 critical of any one group. I hope I would not give that
25 impression. My feeling is that there is a lack of
26 cohesion between the three groups co-operating and
27 because of this lack, it makes it very difficult to do
28 much. And I think the three have to be brought together,
29 as it has been done in Alberta, to a point, and in
30 California, on the State System, where the three have
got together to iron out some of their problems and
present a complete picture.

MR. GISBORN: I might ask this: Are



CAPTAIN BROWN: I am afraid it does not.
 The illustration certainly gives us him, day after day, is
 that he will be a trained worker and that he will be
 able to get a job because he has learned a trade. I
 realize this is a terrible statement on the part of
 people; perhaps they know very little about training men.
 THE TOLSON: I remember going out to
 Brampton, to the training school. I know the illustration
 on the part of some of the delinquent boys who were
 there, that they had given up trying to have any idea of
 getting no recognition. Now, they take the Department
 of Education and everything that they would do give
 credit for this broad educational program,
 but as far as training that they were being offered,
 every year -- they were on the whole less a day
 of training -- and they were getting no recognition, and
 it was on a basis not only of their education, but on
 the basis of the Department of Education. I think we
 should check into this.
 CAPTAIN BROWN: I have not been able to do
 anything of any sort. I hope I would not give that
 impression. In fact, it is that there is a lack of
 connection between the three groups co-operating and
 because of this lack, it makes it very difficult to do
 anything. And I think the three have to be brought together,
 as it has been done in Alberta, to a point, and in
 California, on the State level, where the three have
 been required to first outline all their problems and
 present a complete picture
 THE TOLSON: I might ask that we



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4 they not eligible to be released from an institution and
5 then go through the Programme 5?

6 THE CHAIRMAN: I cannot answer that one.
7 I think we are speaking here only of boys, are we not?

8 CAPTAIN BROWN: Sixteen to twenty-five,
9 Brampton boys.

10 THE CHAIRMAN: Yes. They are mostly in
11 that age group. We have an invitation from the Deputy
12 Minister and from the Minister of Justice, inviting us,
13 when we can arrange a date, to go to Guelph and through
14 Brampton, and we are going to accept that. If not,
15 this fall, we are going to try to get there some time in
16 January. I think perhaps we should go and look the
17 situation over and talk it over right on the grounds.
18 We would have a better insight as to what is needed.

19 MR. MORNINGSTAR: Mr. Chairman, this
20 brief here ties in pretty well with our visit.

21 THE CHAIRMAN: Yes. I think most of us
22 remember when the Deputy Minister was here and then the
23 Minister has followed it up by giving us the invitation.

24 MR. BOYER: You think though, Captain
25 Brown, that there would be justice in abolishing or
26 raising the maximum age limit for apprenticeship training?

27 CAPTAIN BROWN: My feeling, in working
28 with this specific group, is yes. We have found this,
29 that boys under twenty-one, from this unstable type of
30 background, have not settled down at that age to the
point where they would finish a four-year apprenticeship.
We have had the experience of several boys who, two or
three years later, at twenty-two and twenty-three, have

they not eligible to be released from an institution and then go through the Programme?

THE CHAIRMAN: I cannot answer that one.

I think we are speaking here only of boys, are we not?
CAPTAIN BROWN: Sixteen to twenty-five.

Druggon boys.

THE CHAIRMAN: Yes, they are mostly in

that age group. We have an invitation from the Deputy
Minister and from the Minister of Justice, inviting us,
when we can arrange a date, to go to Dublin and through
Stratford, and we are going to accept that. If not,

this fall, we are going to try to get there some time in
January. I think perhaps we should go and look the
situation over and talk it over right on the ground.
We would have a closer insight as to what is needed.
MR. MONTAGNA: Mr. Chairman, this

brief here ties in pretty well with our visit.

THE CHAIRMAN: Yes, I think most of us

remember when the Deputy Minister was here and then the
Minister had followed it up by giving us the invitation.
MR. MONTAGNA: You expect to go, Captain

Brown, that there would be justice in accepting or
rejecting the invitation and then for application training
CAPTAIN BROWN: We are looking, in working

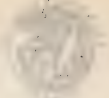
with this specific group, is yes, we have found this,
that have under twenty-one, from this unstable type of
background, have not settled down at that age to the
point where they would finish a four-year apprenticeship.
We have had the experience of several boys who, two or
three years later, at twenty-two and twenty-three, have



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4 recognized these needs of trades' training and probably
5 would do a very good job on apprenticeship but,
6 unfortunately, are not eligible. Obviously, there would
7 be exceptions, but I would certainly like to see a
8 higher age level or at least a possibility for an
9 exception in the age level being made in specific
10 circumstances, for apprenticeship plans.

11 THE CHAIRMAN: Do you think that if we
12 had more certified trades and more training that we could
13 get these younger people before they get into trouble
14 --- get them working in a trade --- that we might relieve
15 some of this problem, instead of leaving school and
16 spending the rest of the time on the streets, until they
17 get into trouble?

18 CAPTAIN BROWN: I think it would depend
19 on how early we can get them. We have found that most
20 of the boys we are working with, their delinquency has
21 often started at eight and nine years of age. This is
22 where the patterns have started. I do not think if you
23 just get hold of them at sixteen, if nothing was done
24 between ten and sixteen, that they would be stable enough
25 to take hold of an apprenticeship course and finish it
26 in four years and stick at it. I am afraid that we would
27 have a lot of failures and drop-outs when they were
28 offered a truck driving job for the summer, at a higher
29 wage. If we could get hold of them early enough, I
30 think there could be possibilities. This is why I said
that we have often found that it is not until a boy is
twenty-two or twenty-three that he recognizes the needs
of training and is prepared to settle down and do it.



recognized these needs of radical training and probably
would do a very good job on apprenticeship but,
unfortunately, are not eligible. Obviously, there would
be exceptions, but I would certainly like to see a
higher age level or at least a possibility for an
exception in the age level being made in specific
circumstances, for apprenticeship program.

DR. CHURCH: Do you think that it is
possible to get these people before they get into trouble
and into criminal tracks and more training that we could
get them working in a more - what we might relieve
some of this pressure, instead of leaving control and
giving the rest of the time on the streets, until they
get into trouble.

DR. CHURCH: I think it would depend
on how early we can get them. We have found that most
of the boys we are working with, their delinquency has
often started at eight and nine years of age. I think
where the potential was stronger. I do not think if you
just get hold of them at fifteen, if a thing was done
between ten and sixteen, that they would be that in danger
of being in an apartment house and living in
no four years and stick at it. I am afraid that we would
have a lot of failures and they would when they were
offered a truck driving job for the summer, at a higher
wage. If we could get hold of them early enough, I
think there could be possibilities. This is why I said
that we have often found that it is not until a boy is
twenty-two or twenty-three that he recognizes the needs
of training and is prepared to settle down and do it.



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4 My feeling, as far as the institution is concerned,
5 what I would like to see is if we could have more of this
6 special training --- not trying to make a craftsman out
7 of him or a journeyman, but rather trying to teach one
8 specific aspect of work that could qualify him for work
9 in a production line or in some place in modern industry
10 as we know it today, which would not make him president,
11 granted, but which would qualify him for fairly steady
12 employment for the rest of his years, and I think most
13 of them would be quite happy and would be satisfied with
14 this kind of work.

14 MR. THOMPSON: One of the things that
15 seems to be around the problem of getting the boy placed
16 in industry is that he has been an offender. Would you
17 think that, assuming that a boy, after a certain period,
18 perhaps five or ten years, had been a productive citizen,
19 that he could return to the Parole Board and perhaps
20 his offence would be wiped out; would this be a moti-
21 vation?

21 CAPTAIN BROWN: It would certainly be
22 a great help as far as any jobs which require bonding
23 are concerned and this is becoming a very important
24 factor. We have found that many companies, if you can
25 vouch for a specific boy, and I think to be fair to
26 companies, this has to be done --- and I am not wanting
27 to suggest that just because a man has been an offender
28 that he should be offered any job available on his
29 release. Some of them are not prepared to do an honest
30 day's work and I do not think they should just be patted
on the back and placed in a decent job. I think you have

ly feeling, as far as the institution is concerned, what I would like to see is if we could have more of this special training --- not trying to make a craftsman out of him or a journeyman, but rather trying to teach one specific aspect of work that could qualify him for work in a production line or in some place in modern industry, as we know it today, which would not make him pleasant, but which would qualify him for really steady employment for the rest of his years, and I think most of them would be quite happy and would be satisfied with this kind of work.

MR. THOMPSON: One of the things that seems to be around the problem of getting the boys placed in industry is that he has been an offender. Would you think that, raising this boy, often, certain periods, perhaps five or ten years, has been a productive citizen, that he could return to the family stand and perhaps his offense would be wiped out; would this be a satisfactory?

CAPTAIN MCKENNA: It would certainly be a great help as far as any jobs were required bonding are concerned and this is becoming a very important factor. We have found that many companies, in fact, won't hire a scientific boy, and I think to be fair to companies, this has to be done --- and I am not wanting to suggest that just because a man has been an offender that he should be offered any job available on his release. Some of them are not prepared to do an honest day's work and I do not think they should just be put on the rack and placed in a second job. I think you have



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4 to place individual men in individual situations. But,
5 we have found bonding to be a real problem because most
6 of the companies now have blanket bonds. But, companies
7 will not bond a man if it has been five or ten or fifteen
8 years previous that he has been in trouble. You can,
9 occasionally, get a private bond, but most companies do
10 not want to be bothered with that. If they have a
11 blanket bond, all their employees have to be qualified
12 for it, but, certainly, if his record could be cleared,
it would be a great help.

13 MR. WHITE: On that point, these forms
14 say: Have you ever been convicted of an offence?

15 CAPTAIN BROWN: Yes.

16 MR. WHITE: There is no way that the
17 "yes" can be changed to a "no".

18 CAPTAIN BROWN: I suppose not, no.

19 MR. WHITE: The other point is that if
20 a company has a blanket bond, those employees who are not
21 in a position of trust --- and this includes most
22 employees in any corporation --- they do not fill out the
23 form. They are automatically covered. If they are in
24 the accounting department, or the accounts receivable,
or something like that, then they may be required to fill
25 out a form.

26 CAPTAIN BROWN: Many of our boys ---
27 for instance, delivery men who may, once a week, be
28 required to pick up money, have to be bonded. Most of
29 your warehouse men today have to be bonded because of
30 the increasing amount of theft of goods from warehouses,
and so on.



to place individual men in individual situations. But, we have found tending to be a real problem because most of the companies now have black-out, but, companies will not bond a man if he has been five or ten or fifteen years previous that he has been in trouble. You can, occasionally, get a private bond, but most companies do not want to be bothered with that. I don't have a dinner bond, all those employees have to be qualified for it, but, certainly, if his record would be checked, it would be a great thing.

MR. WILSON: On that point, these forms say: have you ever been convicted of an offense?

MR. WILSON: There is no way that the "yes" can be changed to a "no".

MR. WILSON: I suppose not, no.

MR. WILSON: The other point is that it is a company has a standard bond, those employees who are not in a position of trust - and those employees have

employees in and out of the company - all out the bond, they are not automatically covered. I don't see in the accounting department, or the accounting department, or something like that, then they may be required to

get a bond.

MR. WILSON: May I ask you - for instance, certainly men who may, once a week, be required to pick up money, have to be bonded, that of your warehouse men today have to be bonded because of

the increasing amount of theft of goods from warehouses, and so on.



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4 MR. WHITE: The main point is that those
5 warehouse men do not fill out a form. They are
6 automatically covered by that company's blanket bond.

7 CAPTAIN BROWN: The ones we have tried
8 to get employed have had to fill out a form. I hope you
9 are right, but we have run into that in many instances.

10 MR. WHITE: In my company, for instance,
11 we have a blanket bond and those individuals in a
12 position of trust were insured for a certain higher
13 amount and they had to fill out the form, but if we
14 hired somebody for the warehouse or the service department
15 or for sales work, he did not fill out any form. In
16 point of fact, we ourselves required him to fill out the
17 form, to point out to him that he was bonded, but that
18 was not a requirement of the bonding company. We wanted
19 to emphasize to him that his integrity was being watched,
20 so he would not be tempted to steal our merchandise.

21 THE CHAIRMAN: In that case then, this
22 boy could not be bonded?

23 MR. BOYER: No. There would not be any
24 way in which the Parole Board could forgive his offence
25 and let him answer that question truthfully.

26 CAPTAIN BROWN: No, not if it was worded
27 in that way.

28 MR. MORNINGSTAR: I guess, Mr. Chairman,
29 then when he is released, having some work to go to,
30 he would not be apt to be a repeater again. He would
not be so likely to get into trouble again.

CAPTAIN BROWN: It certainly is a
factor. So many of our boys only qualify for seasonal

MR. WHITE: The main point is that these

statements are not true in fact. They are

automatically covered by that company's blanketed

CAPTAIN BROWN: The ones we have taken

to get employed have had to fill out a form. I hope you

are right, but we have no record that in many instances.

MR. WHITE: In my company, for instance,

we have a checkbook and those individuals in a

position of trust were insured for a certain number

amount and they had to fill out the form, but if we

hired somebody for the warehouse or the service department

or for sales work, we did not fill out any form. In

point of fact, we ourselves reported him to fill out the

form, to point out to him that he was required, and that

was not a requirement of the company. We wanted

to explain to him that his responsibility was being weighed,

so he would not be tempted to steal and be punished.

MR. WHITE: In that case then, this

they could not be punished.

MR. WHITE: No, because we would not be

way in which the Board could force him to his offense

and let him answer that question positively.

CAPTAIN BROWN: No, not if it was worded

in that way.

then when he is released, having come work to go to,

he would not be apt to be a repeater again. He would

not be so likely to get into trouble again.

CAPTAIN BROWN: It certainly is a

factor. So many of our boys only drift) not seasonal



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5 work or work that pays \$35.00 a week and it is hard to
6 be regular when you cannot see any future above that and
7 there are many of the Joe jobs that you know will never
8 advance to very much higher than it is.

9 MR. HARRIS: To get back to Beverley
10 Lodge itself, how long do you keep the same group of
11 young men that you have up there?

12 CAPTAIN BROWN: We have no set period.
13 In other words, a boy can stay with us as long as we and
14 he feel he is being helped. The average stay is six
15 months, but we think a year would be ideal. Unfortunately,
16 under our present system most paroles average three to
17 four months, which is far too short, and this is the
18 situation we are working with.

19 MR. HARRIS: Do you attempt to follow
20 up at all?

21 CAPTAIN BROWN: Yes, we do.

22 MR. HARRIS: Some young men that have
23 been out for two or three years, have you found any that
24 have gone up the ladder a little?

25 CAPTAIN BROWN: We do know one young
26 man who eventually sold us a wire link fence because he
27 had his own fence business two or three years after he
28 left us. This is an extreme case. Some boys do quite
29 well, but not that well. Another of our boys is chief
30 window dresser for one of the larger department stores
in the City. He had a special gift for art, but, many
are doing quite reasonably well. I think I sometimes
fear for them because they are working in industries
where, under the present system, the industry could be



work or work that pays \$75.00 a week and it is hard to
be regular when you cannot see any future where that and
there are many of the jobs that you know will never
advance to very much higher than it is.

MR. HARRIS: I get back to Beverly.

I'd like to know how long do you keep the same group of

young men that you have up there?

MR. HARRIS: We have no set period.

In other words, a boy can stay with us as long as we want

he feels he is being helped. The average stay is six

months, but we think a year would be ideal. Unfortunately,

some of our present average stay periods average three to

four months, which is far too short, and that is the

situation we are working with.

MR. HARRIS: Do you attempt to follow

up at all?

MR. HARRIS: Yes, we do.

MR. HARRIS: Some young men that have

been out one or two or three years, have you found any that

have come up the ladder a little?

MR. HARRIS: We do know one young

man who one day said he was a white line dancer because he

had his own place but in a two or three years later he

told us, this is an extreme case, some boys do quite

well out of that work. Another of our boys is going

into business for one of the largest department stores

in the city. He had a special gift for art, but, many

are doing quite reasonably well. I think I mentioned

one for them because they are working in industries

that are doing quite well.



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4 drastically cut at almost any point and they could find
5 themselves unemployed and not qualified to work in any
6 other field. This is a threat that concerns you too,
7 not only for boys who have been in trouble, but for this
8 whole class of people.

9 THE CHAIRMAN: Are there any other
10 questions?

11 MR. MORNINGSTAR: I was just going to
12 say that pretty well corresponds with what the Deputy
13 Minister of Reforms mentioned, that quite a few of them
14 who are released, who learned trades, they wrote back
15 letters to him of how they had gone along the straight
16 and narrow path and picked up a certain profession with
17 the trades that they learned in the institution. You
mentioned this chap with the wire fence business.

18 THE CHAIRMAN: Well, on behalf of the
19 Committee I want to thank you, Captain, for preparing
20 and bringing this brief to us and giving us an opportunity
21 to discuss some of the problems that I guess we all have
in general.

22 CAPTAIN BROWN: Thank you very much, sir,
23 for your time.

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25 --- Hearing adjourned.
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drastically cut or almost any point and they could find themselves unemployed and not qualified to work in any other field. There is a threat that concerns you too, not only for boys who have been in trouble, but for this whole class of people.

THE CHAIRMAN: Are there any other

questions?

MR. MONTAGNA: I was just going to say that pretty well corresponds with what the Deputy Minister of Welfare mentioned. That during a few of those who are released, who learned trades, they were left to learn to him of how they had gone along the streets and narrow path and picked up a certain profession with the trades that they learned in the institution. You mentioned this along with the time factor business.

THE CHAIRMAN: Well, on behalf of the

Committee I want to thank you, Captain, for preparing and bringing this bill to us and giving us an opportunity to discuss some of the problems that I guess we all have in general.

MR. VAN BUREN: Thank you very much, sir.



SELECT COMMITTEE ON MANPOWER TRAINING

Hearings held before the Select
Committee on Manpower Training, at the
Parliament Buildings, Toronto, Ontario,
commencing at 10.30 a.m., on October
18th, 1962.

PRESENT:

MR. J. R. SIMONETT CHAIRMAN

MR. J. H. WHITE MEMBER

MR. J. CHAPPLE MEMBER

MR. R. BRUNELLE MEMBER

MR. J. BOYER MEMBER

MR. A. E. THOMPSON MEMBER

MR. R. J. HARRIS MEMBER

MR. R. GIBBORN MEMBER

MR. E. P. MORNINGSTAR MEMBER

MR. A. CARRUTHERS MEMBER

MR. J. MORIN MEMBER

MR. T. EBERLEE SECRETARY

DR. J. CRISPO DIRECTOR OF RESEARCH

PROF. LOGAN



--- On resuming at 10.30 a.m.

THE CHAIRMAN: We have with us, this morning, Mr. Dominic De Angelis, from the United Automobile Workers. Mr. De Angelis is the skilled trades representative, and Mr. Hugh Peacock, the research director for the U.A.W.

Mr. De Angelis is going to present the brief and we will let him finish the brief, and if there are any questions, we will ask them after the brief has been read. You may start, Mr. De Angelis.

SUBMISSION

OF

THE INTERNATIONAL UNION, UNITED AUTOMOBILE,
AEROSPACE AND AGRICULTURAL IMPLEMENT WORKERS

OF AMERICA (UAW)

CANADIAN REGION

APPEARANCES:

Mr. Dominic De Angelis

Mr. Hugh Peacock

MR. DE ANGELIS: First of all, I would just like to say we are very pleased to be here to present the brief and apologize for the error on the cover which says October 19, 1962, which is supposed to be October 18, 1962; and on the first page it says October 20, and that should also be October 18. The



girls made an error in typing this document.

MR. GISBORN: I would like to have an opinion as to whether we can ask the questions as successfully without going right through the brief. I found by the time you got to the end of the brief you have forgotten the major points. If the rest of the Committee is in agreement, I will concede to it.

THE CHAIRMAN: There are a lot of questions we might ask which are answered in the brief as you go through it. If you have a pen you can tick off the questions you want to ask, and then all you have to do is turn up the page. Otherwise, I have found lots of times we do not get through a brief and the questions are answered if we continue with the brief.

MR. DE ANGELIS: Another thing before we proceed, there are a few points which we would like to expand on orally as we come to them.

Mr. Chairman: May we first thank you for the opportunity to appear before the Select Committee on Manpower Training. We regret, however, that our presentation is not as lengthy or as well-developed as we would have liked to have made it. Members of the committee may be aware that our Union has lately been extremely involved in the problem of the relocation of industries away from the Windsor area, and that yesterday we appeared before the Prime Minister of Ontario and his Cabinet to make our views known on the serious situation which affects our workers in Windsor and the community itself.

Because of the limitations of time we



girls made an error in laying this document.

MR. CHAIRMAN: I would like to have an

opinion as to whether we can ask the questions as

suggested without going through the drill.

THAT IS THE TIME YOU GO TO THE END OF THE ROLL, YOU

HAVE FORGOTTEN THE MAJOR POINTS. IF THE REST OF THE

COMMITTEE IS IN AGREEMENT, I WILL COME TO IT.

MR. CHAIRMAN: There are

questions we might ask which are answered in the brief

as you go through it. IF YOU HAVE A QUESTION YOU CAN ASK

OFF THE QUESTION, OR WANT TO ASK, AND THEN ALL YOU HAVE

TO DO IS TURN UP THE PAGE. OTHERWISE, I HAVE FOUND THAT

OF TIMES WE DO NOT GET THROUGH A ROLL AND THE

QUESTIONS ARE ANSWERED IN THE COMMENTS WITH THE ROLL.

MR. DE WILSON: Another thing before

we proceed, there are a few points which we would like

to expand on which we come to them.

MR. CHAIRMAN: Now we have three

for the opportunity to appear before the board.

THAT IS AS MR. DE WILSON, THE ROLL, HOWEVER,

IN THE QUESTION, IT IS NOT AS LENGTHY AS IT USED TO

BEFORE, WE HAVE TO GO TO THE END OF THE ROLL.

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5 can only deal very briefly with some of the points forming the committee's terms of reference.

6 The International Union, UAW, represents
7 employees in industries which, by and large, have or
8 ought to have industrial apprenticeship facilities.
9 Most of the companies with which we bargain employ highly
10 skilled tradesmen in their work force. Their wages and
11 working conditions are, therefore, subject to negotiation.
12 In our Collective Agreements, these provisions covering
13 skilled trades workers are usually found as a separate
14 section of the Agreement. Our Union has recognized that
15 the problems of skilled trades workers, such as the
16 protection of their craft and standards of workmanship
17 are distinguished from those of production employees.
18 But in only sixteen or seventeen of our Collective
19 Agreements do we have apprenticeship agreements in effect
20 in Ontario.

21 Over the years, our International Union
22 has developed a skilled trades and apprenticeship
23 programme. Naturally, the standards in this programme
24 are subject to negotiation but our Union will not accept
25 the adoption of an apprenticeship programme unless it
26 comes extremely close to meeting those standards set by
27 the Skilled Trades Department of the International Union.
28 Instead of going into great detail to describe our
29 Canadian Apprenticeship standards as established by the
30 Union's Canadian Apprenticeship Committee we are
submitting as an appendix to this presentation a copy of
the Standards which includes a model Apprenticeship
Agreement. This publication sets out the schedules of



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4 work processes and the schedules of related instruction
5 for all of the trades normally found in the industries
6 whose employees our Union represents and bargains for.
7 We believe that by placing this material in your hands,
8 committee members and research staff will have a first-
9 hand opportunity to examine the operation of our
10 apprenticeship programme and the standards which we
11 attempt to maintain where it is adopted.

12 As we have indicated earlier, apprentice-
13 ship agreements could be reached with many more companies
14 than have now accepted them. Many firms have the basic
15 tool room equipment and facilities to do so. Our Union's
16 only concern is that the proper facilities are available
17 and that the ratio of apprentices to journeymen be kept
18 at our suggested level of 1 to 8, or at any other
19 satisfactory level, by agreement between the union and
20 management, depending upon conditions within the plant
21 and the industry.

22 A general review of the task before
23 this committee was posed by the question: Why are not
24 more workers entering into apprenticeship? In reply we
25 would suggest that since only the largest companies today
26 tend to take apprentices under contract, the value of
27 apprenticeship training is not recognized or accepted
28 by the majority of our manufacturing establishments.
29 Too many companies view the training of apprentices only
30 as an expense or as an added overhead cost. They view
apprentices as a drag on efficiency or production or
they are concerned that the apprentices on graduation
will not remain with the company.



The facts, if I may divert for a moment, are when we get into negotiations with regard to establishing a programme of apprenticeship, we find that the thing most objected to is the apprentice does not pay his own way and this is a direct overhead cost of the company. I know in studies made in the United States, and I am not certain that any study of this nature has been made in Canada, it has been proven in a short period of time, matter of a week, an apprentice under a proper training programme does start to pay his own way. I believe the figure in the United States is three or four weeks. I am not actually certain of this. But, assume that a tool and die maker, as an apprentice, unless assigned to a piece of work with a journeyman, gets \$1.75 an hour; the apprentice in doing this work is receiving \$1.75 an hour whereas if he remained there on the job with the journeyman that would be \$2.75 an hour for having the same type of work done. This is where we maintain apprentices do pay their down way after a very short period of time.

It is natural perhaps that these companies which do not feel the need to carry apprentices fail to see that they could make a contribution to the manpower resources of our economy by carrying on apprenticeship training.

On the other hand, some employers readily take on apprentices as a way to cut costs. They use them as a source of cheap labour without any regard to the maintenance of proper ratio between the number of apprentices and the number of journeymen employed and



therefore offer little concern for the proper training of an apprentice.

Here, I think we could insert a word on the question of terms without reference on the possibility of should the government consider any subsidization. In my work in negotiation, I find that many of the small employers would be quite anxious to take over an apprenticeship training programme and contribute to the economy of the country as a whole because they realize when they need trained manpower it is not available, and somebody has to do this training. If they were, in some way, assisted --- I do not know the actual method to go about this, maybe in the form of some pieces of equipment that they might lack, the government would assist them in procuring this equipment, say, lathe, milling machine and what have you --- they might be willing to take on a given number of apprentices over a given period of time. I think this is where the government might look at this with the small employer, the company that has twenty or thirty employees, and would like to take on apprentices and cannot do it. After all, they are drawing people from the employers who had to train apprentices because a man does not have these skills, somebody has to train him into it. This would contribute to the overall manpower needs of the country as a whole. I think they would be willing to do it if they had proper facilities and money to carry it out.

With rapid technological change over the past decade, the unskilled or semi-skilled labourer,

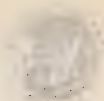


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4 machine operator or assembler is turning out goods for
5 mass consumption at an ever more productive rate.

6 The wage differential between the
7 machine hand and the skilled tradesman has therefore been
8 narrowed considerably. For the worker in a semi or highly
9 automated factory operating or supervising expensive
10 and complicated equipment, job responsibility and job
11 status are at a new high, although little formal training
12 may be part of his background.

13 Apprenticeship, however, is the
14 acquisition of skills through learning and experience
15 over a minimum of four to five years at rates of pay
16 which increase but slowly to the full journeyman's rate
17 over that same period of time. Its attractions, there-
18 fore, may tend to be passed over by young people con-
19 sidering careers. They are rather more likely to be
20 diverted by the massive publicity attending the wide-
21 spread introduction of computers and other forms of
22 electronic wizardry. This lack of direction or, we
23 might say, misdirection obviously indicates a need for
24 more intensive vocational guidance in the early stages of
25 secondary education. Many students who are really fitted
26 for apprenticeship in a skilled trade leave school early
27 under economic pressure to work out their lives in
28 dead-end jobs. Or they may attempt further education of
29 a strictly academic kind which may be equally wasteful of
30 their abilities.

 I would like to divert for a moment.
In many of our negotiations where we try to negotiate
apprenticeship agreements, our programme, when you get



machine operation of which is running out here for
more information on an even more precise basis
the large difference between the

machine hand and the actual operator and therefore being
narrowed considerably. In the water in a tank or a glass
a standard history of operation or operating experience
and to different equipment, for regularity and job
status and at a low level, with a little further training
may be put in the hands of the

operator and by means of the

acquisition of skill in the machine and experience
over a minimum of time in the machine, a water of any
which involves the body in the full operation of the
on the same part of the machine, the operator, there
for, may come to be regarded as being a good one
slightly, namely, that the machine is able to be
directed in the machine, and the operator is able to
a good, and the operator of the machine is able to
slightly, namely, that the machine is able to be
might say, the operator is able to be a good one
more extensive training, to be in the early stages of
second, namely, that the operator is able to be a good one
for, namely, that the operator is able to be a good one
under, namely, that the operator is able to be a good one

desired, to be a good one, further education of
a slightly different kind, which may be equally valuable or
their ability
I would like to see a number
in many of our modern times, we are to be able to
appropriate, and the operator, when you put



time to survey it, you will find we suggest a starting rate of sixty-five per cent of the journeyman rate. Many employers argue this is too much money to give to a boy who is learning a trade. We also, in that model agreement, state on completion of apprenticeship training the boy should be compensated for tools he has had to purchase in the course of his training to properly learn his trade. \$250.00, in many cases this amount is only about fifty per cent of the tools which he would have purchased over this four-year period. We feel this is the incentive necessary to get a boy out of this business of "I do not want to get into a trade that keeps my hands dirty for the rest of my life, we will get a white-collar job." He looks at that a little differently as what he would look at a dirty job such as a millwright or plumber or tool and die maker. This is the incentive we feel is necessary. This is, of course, a rate which is subject to negotiation with the company. Naturally we expect to pay a little more than the small company. Some of the smaller companies we have negotiated with, this is as low as fifty per cent. We do not like it. We find the boys will not become apprentices, because of this low rate structure.

Here the question arises over establishing an age limit on young men seeking to enter into an apprenticeship agreement. We certainly believe that there should be a limit but not necessarily by age. Instead, we believe there should be a minimum of education required so that an apprentice can enter his training with all the basic educational tools he will need already at hand. Our own apprenticeship standards so require as the first test of



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4 eligibility that an apprentice have junior matriculation
5 --- or its equivalent. Too many students regard this
6 diploma as a maximum attainment. Working under today's
7 technical requirements, that level is all too frequently
8 inadequate.

9 I might say here too with regard to
10 age limit, we believe, first of all, that he should
11 have the basic educational requirements of junior
12 matriculation or its equivalent. We also give consider-
13 ation, in this brief, to any lad who may have a back-
14 ground of knowledge with regard to the particular trade
15 that he is entering. Even though he would not have the
16 educational requirements, if he has the prowess, some-
17 thing exceptional, we can give consideration to this
18 through our apprenticeship conditions which is only a
19 number of employer reports and only a number of manage-
20 ment reports. We feel that the upper age bracket we
21 try to keep at forty-five because we feel that once a
22 man reaches age forty-five his ability to grasp the
23 knowledge, he is trying to grasp, is limited. It would
24 take four years for him to pick up the knowledge that is
25 necessary to graduate from the trade. Also to get a
26 little reluctance on managements' part with regard to
27 the length of time that they would be able to utilize
28 this man beyond forty-five. They would not be getting
29 the full value of their money that they expended on their
30 apprentice. We like to think that the age forty-five
would be the upper age limit with regard to age.

31 The brief is now going into broader
32 terms. I would like to make a point with regard to



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4 designation of trades. We feel that in the industrial
5 trades, as we know them, mainly the tool and die trades
6 and maintenance trades, the public interest is not the
7 same as it might be in the mechanical repair or building
8 trades where there is definitely safety factors involved.
9 Here, we are dealing with trades that are merely
10 producing tools to manufacture a product, and I think the
11 standards here are pretty well controlled in the
12 competition. If it be designated by the company that a
13 person should have certain skills before he can practise
14 these trades, we have no objection if they desire to
15 have these trades designated as such. But, we would like
16 to see that if the government did decide to designate
17 these trades that protection would be given to those
18 employees who are presently working at their trades who
19 have not served an apprenticeship and thereby give them
20 this protection similar to the ticket that used to be
21 granted for stationery engineers and was only given for
22 that particular injury. This is our concern with
23 designated trades. We think that the relation to public
24 interest is a little different than the motor vehicle
25 or building trades, and even the pipefitting where the
26 government has control with regard to gas installation.
27 We think it is a little different even though we have
28 no objection to it.

29 We would like to turn now to give some
30 consideration to the relationship between retraining
and the upgrading of skills and the chronic and high
level of unemployment which continues to drag down our
rate of economic advance. The nature of Canada's



unemployment can no longer be thought of as a seasonal problem. Instead, the persistent failure of our economy to expand at an adequate rate has seriously impaired our ability to create new jobs. While Canada's labour force grew by 736,000 from 1956 to 1961 the number of new jobs grew by only 464,000. Feeble economic expansion over the past five years has held down the increase in jobs to such an extent that for every three workers entering the labour force there were only two new jobs available. This is a pattern which the Canadian Senate Committee on Manpower and Employment described as "a pronounced upward trend in unemployment" or "creeping unemployment". In its report, the committee also said:

"In each successive recession the percentage of people out of work has been higher than the preceding recession and in each period of recovery the minimum level obtained has been higher than the preceding minimum".

Although we recognize the need for retraining and the upgrading of the skills and educational levels of our work force, we are emphatic in stating that policies to promote full employment and adequate economic growth must be implemented concurrently with the implementation of large-scale retraining programmes for jobless workers and the implementation of expanded technical and vocational facilities for those who are not yet in the labour force. Long-term unemployment is demoralizing enough in itself. But the prospect of launching remedial retraining programmes for workers who



will have as little opportunity to find re-employment at the end of these courses, as they had before taking them, is too irrational to be considered.

We would also like to emphasize that the retraining of workers displaced by technological change or plant relocation must stress the bringing of jobs to the workers and not the opposite. To minimize both human and financial cost, it is always better to bring the work to the workers whenever possible than to move a plant and force the workers to follow. With the exception of Sweden, this is the emphasis placed on retraining by all the governments of Western Europe. But while their retraining programmes were begun in the reconstruction period following the second World War, today with booming economies and full employment the rule, they continue to maintain these programmes and in some cases have greatly expanded their scope. How much further behind those countries of Western Europe are we in Canada when in this period of economic stagnation with its persistently high unemployment we have yet no parallel programmes for the upgrading of our work force to meet the demands of technological change and automation.

Before leaving this reference to the programmes carried on in Western Europe it is worth noting that the retraining of workers is not carried out in isolation from all the other economic policies which these governments have initiated. The European programmes cannot really be separated from the deliberate public planning or "indicative programming" of the national economy which has been universally accepted there.



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4 And we would submit in closing that the real value of
5 a Manpower Development programme can only be through its
6 integration with policies to achieve the goals of maximum
7 employment, maximum production, and maximum purchasing
8 power in Canada.

9 All of which is, respectfully submitted.

10 THE CHAIRMAN: We turn back to the
11 beginning. Are you ready for questions?

12 MR. GISBORN: Just as a matter of
13 interest, I take it that this blue one supplements this
14 as it sets out the apprenticeship programme?

15 MR. DE ANGELIS: It was a suddenly
16 changed basis than the last intention, and this document
17 is not as yet changed. They are using all the materials
18 before making a change and all their supplies.

19 MR. GISBORN: I would like to have the
20 opinion of the Committee on behalf of the U.A.W., it
21 has been felt and expressed by some that apprenticeship
22 in the industrial plants in specified or designated
23 trades has now become less needed because of the
24 specified jobs in the machine operations and this sort
25 of thing. I would speak of my own experience, even
26 though they have an apprenticeship programme it is quite
27 limited, but in the machine industry, in the plant,
28 they do not actually practice their trade as a full-
29 fledged machinist, in a straight operation that most of
30 the jobs are specified, and otherwise even when they
come out from apprenticeship and they are on the lathe,
they are bound to stay on the lathe for many years,
others would be in straight maintenance, and this sort



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4 of thing. What is the situation occurring in the
5 assembly industry?

6 MR. DE ANGELIS: If I may, the tendency
7 of industry is even though a man may have the full
8 ability to be a tool and die maker, or name the trade,
9 they choose to pay at a lower rate and I say reservedly,
10 and this is not a matter of money as far as management
11 is concerned, they would pay a lesser rate of pay to a
12 man operating a machine, even though he learned to be
13 a tool and die maker, than he will to utilize his full
14 skill as a tool and die maker. We say in a large
15 company, they may employ fifty to seventy-five employees,
16 maybe each and every one of them has served a full-
17 fledged apprenticeship. The company says it is better
18 for us, for efficiency reasons, and other reasons they
19 do not, to keep Joe, for instance, on lathe at all times
20 and they will put these people in permanent classifica-
21 tions and do not utilize his full skill. Therefore,
22 the man is then into a rut. I have seen tool and die
23 makers who have worked on lathe even though they are
24 full-fledged tool and die makers; worked on lathes for
25 a period of thirty years. After that length of time,
26 if a man had to go back and work at his trade, he has
27 forgotten. A rate for a tool and die maker, I am
28 quoting higher rates, with General Motors is \$2.78 an
29 hour. I believe it is a machinist, in these trades
30 would get ten cents or fifteen cents an hour lower. But,
the rate of pay would be ten cents or fifteen cents an
hour lower, so they are saving that amount of money.

MR. GIBBORN: Our Committee has

of thing. What is the situation occurring in the assembly industry?

MR. LANGRISH: If I may, the tendency

of industry is even though a man may have the skill ability to be a tool and the market, to name the trade, they choose to pay at a lower rate and I say passively, and this is not a matter of money as far as management is concerned, they would pay a lesser rate of pay to a man operating a machine, even though he learns to be a tool and the market, then he will be utilized his full skill as a tool and the market. We say in a large

company, they may employ thirty to a hundred employees, maybe each and every one of them has served a full-fledged apprenticeship. The company says it is better for us, for efficiency reasons, and other reasons they do not, to keep jobs for permanent, on the at all times and they will put those people in permanent classification and do not utilize his full skill. Therefore,

the man is then in a rat. I have seen too and this shows the rate would be paid even though they are full-fledged tool and the market worked on rates for a period of thirty years. After that length of time, if a man had to go and work at his trade, he has forgotten. A rate for a tool and the market, I am

getting higher rates, with General Motors is \$1.42 an hour. I believe it is a mistake, in these trades would get ten cents or fifteen cents an hour lower. But the rate of pay would be ten cents or fifteen cents an hour lower, so they are saving that amount of money.

MR. CHAIRMAN: Our Committee has



specific reference to the specific things and finding out a training programme or apprenticeship programme or retraining programme for where the need is; if this trend is established in the industrial plants where what we call the full-fledged machinist is not now recognized.

MR. DE ANGELIS: I think it would be pretty difficult for industry to tackle in a short period of time, which they are endeavouring to do, the skills required to become qualified tradesmen. We have to define the difference between a qualified tradesman and a production machine operator. The production machine operator, he is doing repetitious work. He might produce two thousand pieces all identically the same. The tool and die maker, if I might use that term, he is working on a different project each and every day. There is never any two pieces the same. This is the difference between the two. Where the skill to produce a die is needed, he has to have a very wide degree of ability and knowledge to be able to produce a part, whereas on the production side of it the pieces are put in the machine, the stops are fixed, and you run up to stop the machine and it is finished. This is not the case in the trades. He has to practically do it all by hand. There is no set method to produce a die, a jig or fixture.

MR. GISBORN: I think we could agree for the tool and die maker. How about the machinist, the carpenter, the welder, the pipe fitter, the electrician in the industrial plants? I think if we took the tool

specific reference to the specific things and finding out a training programme or apprenticeship programme or retrenching programme for where the need is. If this trend is established in the industrial plants where what we call the full-skilled machinist is not now

MR. DE WILDE: I think it would be

pretty difficult for industry to tackle in a short period of time, which they are endeavouring to do, the skills required to become qualified in the machine tool industry.

define the difference between a qualified machinist and a production machine operator. The production machine operator, he is doing repetitive work, he might

produce two thousand pieces all identically the same. The tool and die maker, he is making one that may be as

working on a different production item and a new day.

there is never any two pieces the same. This is the difference between the two. Where the skill to produce

is this is needed, he has to have a very high degree of

activity and knowledge to be able to produce a part,

whereas on the production side of it, the worker has

but in the machine, the setup and fixer, and you turn up to stop the machine and it is finished. This is not the

case in the machine. It is to be corrected to all the

machines. There is no set number of pieces to die, a jig

or fixture.

MR. DE WILDE: I think we could agree for

the tool and die maker, the setup the machinist, the

carpenter, the welder, the pipe fitter, the electrician

in the industrial plant. I think if we took the tool



and die maker out, we can understand.

THE CHAIRMAN: Would we not have two categories? The machine operator would not necessarily have to be a machinist in a production room.

MR. DE ANGELIS: In the production room the skill is not comparable.

THE CHAIRMAN: There would be three categories, tool and die maker, machinist, and machine operator. They would not all fall in one category?

MR. DE ANGELIS: No.

DOCTOR CRISPO: I think what Mr. Gisborn is getting at, the range of jobs over which apprenticeship may be appropriate. I think we have the impression, rightly or wrongly, in general the appropriateness of limiting it to the tool and die maker and to maintenance trades. There has been some suggestion made that more emphasis be placed on what we call a multiple trade in the form of apprenticeship.

MR. DE ANGELIS: This affords a measure of protection. People presently employed at their trades, and a lot of these people have thirty or forty years security in the plant. A tool and die maker, a basic trade, he is entitled to a measure of protection in that particular trade regardless of what the automation programme calls for in regard to service work. We believe that with proper guidance of people within the proper trade level now, we can properly service this equipment.

At the present time we have a going dispute with industry in general and with regard to



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4 what they call a welder repair technician. The industry
5 in general would like to create what we call a monster
6 classification whereby this involves five separate
7 trades, tool and die makers are involved, you have the
8 machine repair man, you have the pipe fitter involved,
9 and you also have the millwright involved. They would
10 like to create a monster that would do all the phases
11 of the work. Also, the electrician is in there.

12 If we say a machine breaks down, it
13 never all breaks down at once. It is only one phase of
14 it. It would be, maybe, connected with another part of
15 that equipment. We say that proper separation should
16 be made, the finger can be put on where the trouble was,
17 and that individual should be called to repair that
18 piece of equipment and not have this monster infringing.

19 DOCTOR CRISPO: Let us go back to
20 thirty or less employees. If you make the plant hire
21 an electrician, pipe fitter, welder, millwright, all
22 these different individuals, it might be quite un-
23 economical to carry on.

24 MR. DE ANGELIS: We do stretch a point
25 for a smaller employer which does not have this. We
26 say individuals concerned in the trade are divided in
27 order to get this done.

28 DOCTOR CRISPO: Your jurisdiction of
29 dividing line is not clear?

30 MR. DE ANGELIS: In the larger plants
we like to maintain this line.

THE CHAIRMAN: For our Committee to
make a recommendation, we would have to make it for the



want they call a welder repair technicians. The industry in general would like to create what we call a monster classification whereby this involves have separate trades, tool and die makers and involved, you have the machine repair man, you have the pipe fitter involved, and you also have the millwright involved. They would like to create a monster that would do all the phases of the work. Also, the electrician is in there, it is say a machine breaks down, it

never all broken down at once. It is only one phase of it. It would be, maybe, combined with another part of that equipment. We say that proper supervision should be made, the larger set be put on where the trouble was, and that individual should be called to repair that phase of equipment and not have this monster undertaking that we call a monster. Let us go back to unity or lose employment. If you have the plant first in electrical, pipe fitting, tool and die, millwright, all these different departments, it might be quite un-

Let us think, we do station a point for a smaller employer which that not have this. We any individuals concerned in the trade are divided in order to get this done.

Let us think: Your jurisdiction of dividing that is not clear? OK, OK ANGEL: In the largest plants we like to maintain this line. THE CHAIRMAN: How can we make a recommendation, we would have to ask it for the



whole.

MR. DE ANGELIS: We personally think that.

DOCTOR CRISPO: The question of designation. One of the problems in terms of trying to designate in general industry, the machinist in the steel company as compared to the machinist in General Motors, the factors are management. Sometimes they even advertise similar firms in the same industry. Can you conceive a classification if you wanted to do it industry by industry?

MR. DE ANGELIS: Here in this particular field, quite often you will find that a large industry, such as Mr. Gisborn is talking about, the machine repair man is dealing with very, very large equipment, and when they look for a machine repair man in a steel company in Hamilton, they are looking for somebody who is experienced. You can get the same individual who is classified as a repair man who never repaired anything larger than a sewing machine. Basically if he has served his trade through an apprenticeship training programme, he has all the basic knowledge in order to adapt himself to the type of work that would be found in the Steel Company of Canada, for instance. This might take a little period of time. How long is it going to take this man to adapt himself even though he has the basic skill.

THE CHAIRMAN: If this trade was designated, anyone going in as an apprentice should have the basic skill and can move from one plant to another



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Mr. J. A. Hill: We have a very

question of

destination. One of the problems is that of coming to
industry in general industry, the machine in the
steel company as compared to the machine in general
industry. The latter are more general. Machines they even
advertise similar firms in the same industry. Can you
conceive a classification for it? It seems to me it
industry in industry?

Mr. J. A. Hill: There is this general
color which goes on and on with a large
industry, such as the General in talking about the
machine repair man is dealing with very large
equipment, and then they look for a machine repair man
in a steel company in Hamilton, they are looking for
somebody who is experienced. You can get the same
information who is classified as a repair man who never
touches anything except a screw driver, actually
if he has sorted out some things in the machine shop
working on the machine, he has all the same knowledge in
order to adapt himself to the type of work that he is
doing in the (other) of the of the machine.
This might take a little period of time. But it is
going to take this man to adapt himself even though it
was the same machine.

Mr. J. A. Hill: If this trade was

disregarded, anyone going to an experienced should know
the basic skill and can move from one place to another



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4 that teach a basic skill. To adapt himself, we can
5 call on re-training.

6 MR. DE ANGELIS: If you take a glance
7 at any one --- I happen to open this book at millwright.
8 If you follow this down for a moment ---- appendix 11,
9 Schedule of Work Processes for Millwright Apprentice.
10 We suggest he should spend a minimum of two thousand
11 hours over a four-year period dismantling, moving,
12 erecting, machinery and equipment. He should spend a
13 further two thousand hours repairing and rebuilding
14 pulleys, belting, conveyors, cranes, elevators, furnaces,
15 shop blast. He should spend a further one thousand hours
16 repairing and rebuilding conveyor drive and replace
17 speed reducers and reduction boxes. He should spend
18 1,328 hours on floor layout and installation of machinery
19 and equipment. He should spend five hundred hours on
20 installation of electric motors, and this does not
21 include the wiring which belongs to the electrician.
22 This is something in the electrical field and we feel
23 it should not be touched by anyone except the electrician.
24 He should spend five hundred hours on steel fabrication
25 and miscellaneous iron. He should spend 672 hours on
26 related instructions.

27 We feel, with this background, this
28 millwright has all the equipment necessary to go into
29 any plant and do a millwright's job. The same thing
30 would apply to any one of these that we have listed
here as trades.

MR. GISBORN: Dealing with that
statement, is it not the practice now in heavy industry



last teach a basic skill. To teach himself, we can
call on ourselves.

MR. DE ANGELO: If you take a glance

at any one -- I happen to open this book at midnight,

if you follow this down for a moment -- appears to

Schedule of Work Processes for Millwright Apprentices,

we suggest he should spend a minimum of two thousand

hours over a four-year period (including, morning,

evening, machinery and equipment. He should spend a

further two thousand hours on wiring and assembling

policy, bearing, conveyor, gears, elevators, runners,

shop blast. He should spend a further one thousand hours

reading and assembling conveyor drive and repairs

speed reducers and reduction boxes. He should spend

1,500 hours on floor layout and installation of machinery

and equipment. He should spend five hundred hours on

installation of electric motors, and this does not

include the wiring which belongs to the electrician.

This is something in the electrical field and we feel

it should not be touched by anyone.

He should spend five hundred hours on steel fabrication

and miscellaneous iron. He should spend 500 hours on

related instructions.

We feel, with this background, this

millwright has all the equipment necessary to go into

any plant and do a millwright's job. The same thing

would apply to any one of these that we have listed.

Here as students,

MR. CROSBY: Bearing with that

statement, is it not the practice now in heavy industry



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4 that this kind of work is carried out, but it is the
5 direct direction of plant engineers?

6 MR. DE ANGELIS: Yes.

7 MR. GISBORN: And firms who have this
8 equipment and millwright's work?

9 MR. DE ANGELIS: Under their guidance
10 at all times, particularly on installation work. They are
11 able, for instance, to take this machine that might be
12 laying outside and put it in a certain spot and put a
13 foundation on. They have blueprints to work to and
14 their skills are used in regard to care and dismantling
15 and putting it back together, and this sort of thing.

16 MR. PEACOCK: I think what we are
17 talking about is probably what is a gap in our industrial
18 structure as compared with Great Britain. Mr. Kerry
19 from Great Britain who has been very actively sought
20 after in Europe by the European Productivity Agency to do
21 studies of training states Canadian industry does not have
22 some kind of training committee in enough companies as
23 they have in Europe. European concerns are much more
24 ready to take on a man. An example, they have the basic
25 tools but may have never worked on that particular
26 equipment, and they are prepared through their training
27 committee to spend an initial period adapting him to
28 this. This appears to be a gap in our personnel
29 structure in Canadian industry.

30 MR. GISBORN: This approach is to
develop the supervisor, the technician, to direct the
millwrights?

MR. DE ANGELIS: Yes.

that this kind of work is carried out but it is the
direct direction of plant engineers?

MR. GIBSON: And if we have this
equipment and information, this work?

MR. DE ANTONIO: Under their guidance
at all times, particularly on installation work. They are
able, for instance, to take this machine that might be
lying outside and put it in a certain spot and put a
foundation on. They have instructions to work on and
their skills are used in regard to care and the handling
and putting it back together, and this sort of thing.

MR. GIBSON: I think what we are
talking about is probably what is a gap in our industrial
structure as compared with Great Britain. The heavy
iron and steel industry has been very actively sought
after in Europe by the European Productivity Agency so as
to develop training areas. Canadian industry does not have
some kind of training committee in each company as
they have in Europe. European concerns are much more
ready to take on a man. An example, they have the time
to look but may have never worked on that particular
equipment, and they are prepared through their training
committee to spend an initial period adapting him to
this. This appears to be a gap in our personnel
structure in Canadian industry.

MR. GIBSON: This approach is to
develop the supervisor, the technician, to direct the
activities?



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5 MR. GISBORN: What I am trying to get
6 is, is it necessary for the millwright, the person that
7 actually does the manual work installing machinery and
8 dismantling, to have all this basic knowledge you are
9 now talking about?

10 DR. CRISPO: The further report,
11 in talking about some of the automotive companies, they
12 told you that they really look to apprenticeship more
13 than anything else?

14 MR. DE ANGELIS: This is correct.
15 They could not consider the supervisor and eliminate this
16 type of individual with skills, because quite often you
17 find in the higher echelon of management that all their
18 knowledge has been gained through theory from books.

19 My own experience, I had an engineer,
20 a top engineer in the plant one day come down to me and
21 asked me what was the difference between a globe valve
22 and gate valve. I thought it was rather foolish. I
23 said: "You are the engineer, you tell me." He said:
24 "I am not joking. I am serious." I showed him the
25 difference. He never actually had seen them side by side
26 and knew really what their functions were. In the pipe
27 fitting trade, this would not be a problem. The print
28 would specify he should install a globe valve and he would
29 see the globe valve he has to use. An engineer did not
30 know the difference to start with.

31 The basic skills still have to be
32 there regardless of people on the job.

33 MR. THOMPSON: Is there any difference
34 in vocational schools or technical schools encouraging



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4 young people to spend more time in them than basic
5 education from the point of view of this person spending
6 more time in vocational school or technical school is
7 not to his advantage if he is going to move into
8 apprenticeship, it is advisable to move in.

9 MR. DE ANGELIS: A boy that comes out
10 of school, even though he may have spent three or four
11 years, let us say, in the vocational end of the school
12 and not predominantly in the academic subjects, he has
13 only spent a very little period of time in relation to
14 hours on the machine or on the job. Over the four-year
15 period, I think it could be broken down into less than
16 six months. If you work it out in valuation, he has not
17 learned anything. He has learned how to stop and start
18 a machine. He may then become a better apprentice
19 under the programme when he gets in the shop and has
20 a journeyman to guide him. We feel he knows the book
21 says that, but you cannot apply what the book says.
22 Using the basic knowledge that the book contained and
23 this is how you put it to practice. We feel this is the
24 only way to train a lad in a trade, is right on the job.
25 You cannot learn it out of books.

26 MR. THOMPSON: I am still interested
27 in this point. I can see what you are asking on the job
28 training. On the other hand, it seems to me there is
29 a conflict emphasis. As representatives of the people,
30 I think we are interested in trying to keep young people
in school, telling them that this means insuring better
positions for them. A young fellow, who, perhaps, goes
to Ryerson for two years and then gets into industry

Young people to spend more time in their basic education from the point of view of this person spending more time in vocational school or technical school is not to his advantage if he is going to move into apprenticeship, it is advisable to move in.

MR. MC ANGLIS: A boy that comes out of school, even though he may have spent three or four years, let us say, in the vocational end of the school and not predominantly in the academic subjects, he has only spent a very little period of time in relation to hours on the machine or on the job. Over the four-year period, I think it could be broken down into less than six months. If you work it out in valuation, he has not learned anything. He has learned how to stop and start a machine. He may then become a better operator under the program when he gets in the shop and has a journeyman to guide him. We feel he knows the book says that, but you cannot apply what the book says.

Using the basic knowledge that the book contains and this is how you put it to practice. We feel this is the only way to train a lad in a trade, is right in the job. You cannot learn it out of books.

MR. HOFFMAN: I am still interested in this point. I can see what you are asking on the job training. On the other hand, it seems to me there is a conflict emphasis. As representatives of the people, I think we are interested in getting to help young people in school, telling them that this needs insuring better positions for them. A young fellow, who, perhaps, goes to a person for two years and then gets into industry



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4 instead of apprenticeship, there is no further recognition
5 of that academic work that he had at Ryerson.

6 MR. DE ANGELIS: Under our apprentice-
7 ship programme, when the apprentice appears before the
8 Apprentice Committee to state his qualifications, if he
9 has the type of training you are talking about, he could
10 be advanced in the programme, and instead of taking him
11 four years, he might get out of it in two years. They
12 would evaluate the past experience he has had and apply
it in the programme.

13 MR. THOMPSON: On page 2, article 4,
14 first paragraph you say:

15 " ---- changeover programme and not
16 in a trade school or vocational school."
17 That would not include Ryerson, for example.

18 MR. DE ANGELIS: When we refer to trade
19 school, we talk about where a lad studies in a vocational
20 school, does periodical training, or again, to night
21 school, like the training schedule. They can go two
22 hours a night, two nights a week. When they come out
they might think they are a trained machinist.

23 MR. CARRUTHERS: Graduates of Ryerson
24 do not spend too long in apprenticeship.

25 MR. DE ANGELIS: I think the graduates
26 of Ryerson would be looking for something better than
27 this. I think they are searching for the management type
28 of job in the engineering field rather than apprentice-
ship training.

29 MR. CARRUTHERS: Secondary schools just
30 give them basic and raise them in the academic work.



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4 MR. DE ANGELIS: I think the academic
5 part of the training is something to develop the mind.
6 Whether Christopher Columbus discovered America in 1492
7 has nothing to do with making a die.

8 MR. GISBORN: In the brief, page 4,
9 it seems to me they have missed one of the problems I
10 have recognized, and I am speaking of the field of
11 industry; the problem, of course, of technological
12 changes and automation in some of the mills that the
13 older worker has been displaced because he cannot advance
14 in handling this particular type of machinery and he has
15 to take a semi-skilled job or labour job to maintain
his job in the plant.

16 What is your thinking in relation to
17 co-operative re-training on the job programme between
18 industry and the government so that these employees can
19 maintain their jobs in these new operations and maintain
their income?

20 MR. PEACOCK: I think we could point
21 out to our union that something like this be done, where
22 we see skills becoming obsolete and workers becoming
23 redundant because of introduction of new machinery. We
24 suggest to have them examine the educational background
25 and experience of the worker in question to see whether
26 he cannot be advanced upwards rather than sent down the
27 ladder to a lower rate job. In the United States, and
28 we have not as yet done this in Canada simply for lack
29 of statistical information, we have proposed that
30 companies having qualified production workers in this
position and they become redundant, to see what preference



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4 they had of filling a new vacancy either at higher scale
5 level at production level or moving them into the white
6 collar force. In the United States we were able to find
7 out that the blue collar level is moving rapidly up.
8 Consequently, the differential in some cases is closed.
9 In individual cases, maybe the blue collar worker's
10 educational level is even higher than the lower of the
11 white collar worker. I believe the white collar worker
12 in the office with the production workers facing lay-
13 offs or displacement should be given the same opportuni-
14 ties, either outside the company or in the office force,
15 under the company's hiring policies. We have proposed
16 this. Mr. Reuther sent out last year, such proposal,
17 to all the United States corporations with whom we
18 bargain and are facing this. We have had favourable
19 replies. This is on policy of the company. So, give
20 it very serious consideration.

21 MR. GISBORN: In Canada, we do not?

22 MR. PEACOCK: No. I have spent the
23 last few months to obtain the educational tendency of
24 our work force, and it does not exist. We have not made
25 this to Canadian industry.

26 THE CHAIRMAN: Do you find in Canada
27 that auto workers have automatically been stepped up?

28 MR. PEACOCK: Not automatically.

29 THE CHAIRMAN: They are put in the
30 lower category?

MR. PEACOCK: Yes. We cannot speak
either generally or individually. We have the impression
that this is the case. We have yet no study of what



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4 happens in the way of transfers for displaced workers,
5 or within the plant what happens. All they have studied
6 is industry's need for more technological change for
7 improvement. They have not studied what the moves are
8 of a worker down or upwards.

9 MR. GISBORN: The hardest point to
10 overcome for collective bargaining is we cannot get
11 management to an effective programme --- turn it down,
12 we will look after the type of boy we want. This is one
13 of the bones of contention and is going to be a serious
14 one in the industrial field.

15 MR. PEACOCK: When Ford Motor Company
16 closed down its body shop and re-established itself in
17 Oakville, it refused to hire the workers displaced in
18 Windsor, and that body shop was hired almost entirely
19 from the local residents of the area. It took only
20 three hundred hand-picked applicants. In Windsor these
21 were people with long experience with the company.
22 There was no question really of re-training involved.
23 Simply the question of get production going at the new
24 plant. We made many representations of the company and
25 the government about it, but without success.

26 THE CHAIRMAN: That would be a problem
27 away from this Committee. We are manpower and employ
28 people.

29 MR. PEACOCK: These workers are now
30 approved in Windsor. They have these skills.

MR. GISBORN: I cannot agree with,
away from this Committee's reference. If we are going
to try and re-train people, it is logical to try and



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4 look at this as co-operation between management and
5 union; and if no union, co-operation between government
6 and plant.

7 THE CHAIRMAN: This was a movement of
8 plant. We could go to the lumber industry --- the
9 lumber is cut down and moved to the mill. We cannot
10 move the forest to the mill. We will not get into that
11 in this Committee. It would not be feasible to do this.

12 MR. PEACOCK: Might I say this, and
13 this perhaps draws in the federal government and
14 certainly something the province has a share in, and that
15 is trying to match the skills and the abilities which
16 our work force has with the demands that industry
17 requires today. I am speaking right down at the realistic
18 practical level, we do not have findings into how many
19 workers are laid off or not. We do not attempt to
20 match this redundant labour force. Perhaps within the
21 community it is, or in nearby communities. They do this
22 very closely in Great Britain and Europe. Employment
23 Service of Great Britain knows in advance how many
24 workers are to be affected by permanent lay-offs or
25 plant relocation, and they then attempt to match the
26 redundant workers with jobs available.

27 At the moment, our employers do not
28 comply with the requirements. They report their
29 vacancies with the National Employment Service. We do
30 have the National Employment Service carrying on a
twice yearly survey of hiring and separations of the
level of the work force at the beginning and end of the
period. While actually it is not within provincial

look at this as co-operation between management and
union, and in no sense, co-operation between Government
and plant.

THE CHAIRMAN: This was a movement of

plant. We could go to the lumber industry -- the
lumber is cut down and moved to the mill, we cannot
move the forest to the mill. We will not get into that
kind of business. It would not be feasible to do this.

MR. THAYER: Right, I say this, and

this, perhaps done in the lumber industry and
possibly something like that and a whole lot, and that

is trying to match the skills and the abilities which

our work force has with the demands that industry

has today, I am speaking right down at the realistic

level, we do not have anything into how many

workers are laid off or not, we do not attempt to

match this economic labor force. Perhaps within the

community it is, or in many communities, how to this

very closely in some schools and colleges. It is

service or great service knows in advance how many

workers are to be expected by permanent jobs or

plant location, and they then attempt to match the

technical workers with jobs available.

At the moment, our technology is not

going with the requirements. They report their

concerns with the national employment device. We do

have the national employment service carrying on a

survey of hiring and separation of the

kind of the work force at the beginning and end of the

year actually, it is not within possible



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4 jurisdiction, if recommendations have to be made,
5 perhaps there is nothing to prevent the province from
6 making recommendations to the federal government. This
7 is the kind of information gathering that could be
8 vastly improved to help us match the redundant labour
9 force.

10 DOCTOR CRISPO: If you can match
11 employee up, you avoid putting him through extensive
12 training.

13 MR. DE ANGELIS: We have such language
14 as this, and we have one objection to this, which I will
15 point out. Our problem with this is, "The company will
16 endeavour to." There is no compellation on the part
17 of the company to do this and they are very reluctant
18 to remove those words "will endeavour to". We say what
19 is wrong with training your own people on the advanced
20 skills that are necessary to do the job? They say
21 you are taking away management's unilateral right, how
22 they are going to do this particular job. We feel that
23 they have a moral obligation to look after their
24 employees as well as offer points that the training is
25 necessary so why not give it here. He has all the basic.
26 It is a matter of giving him a little push over and
27 above the hump. This business of "will endeavour to"
28 is our problem. This is one of the reasons in a skilled
29 trades department we should use the upper age limit to
30 give some of the employees, who are a little older,
the opportunity to get into these programmes. I have
negotiated in major agreements within the U.A.W. to
this point. There is only one man, that is, in the



Massey-Feurguson group in Brantford --- he had a ten-year seniority and gave it up and entered into apprenticeship. He was given credit for his past experience and he is now serving an apprenticeship for a tool and die maker, and he was over forty years of age. Massey's agreement has that spelt right into it.

MR. HARRIS: I think it ties in with Mr. Peacock. Just referring back to the motor car heavy vehicle industry, where we made reference to the fact that in this report, that you were referring to, what I want to point out was that even though in the ten-year period --- I think it was 1949 to 1959, they referred to in there, the volume of production was up fifty per cent, but employment was only up eleven per cent. Even within that eleven per cent, I think I am right in saying, ninety per cent of the eleven per cent was in the area of the farm class, is that right?

MR. PEACOCK: Yes.

MR. HARRIS: Therefore, that leaves us with all these people that have to be re-trained in the lower categories. Again, this is going to get worse. That is our problem. I think, regardless of what problems you have in dealing with management, our problem is what are we going to do with these people that are laid off, and that ties in with the people left sitting in Windsor --- how can we re-train them.

THE CHAIRMAN: If we go back twenty-five years and we take the automotive business, for instance, there are many more people employed today than twenty-five years ago. If we are going ahead in this

Massachusetts group in Portland -- he had a ten-
year scholarship and gave it up and entered into apprenticeship.
He was given credit for his past experience and
he is now serving an apprenticeship for a tool and die
maker, and he was over forty years of age. Massachusetts
account has that spent night in it.

MR. WATKINS: I think it lies in the

Mr. Bennett. Just referring back to the motor car
heavy vehicle industry, there we made reference to the
fact that in this report, that you were referring to,
what I want to point out was that even though in the
ten year period -- I think it was 1929 to 1939, they
referred to in there, the volume of production was up
thirty per cent, but employment was only up eleven per
cent. Even within that eleven per cent, I think I am
right in saying, ninety per cent of the eleven per cent
was in the area of the farm class, is that right?

MR. WATKINS: Therefore, that leaves

the other nine per cent that have no doubt had in
the farm class. Again, this is going to get worse.
That is our problem. I think, regardless of what
problems we have in dealing with unemployment, our
problem is what are we going to do with the people
that are laid off, and that goes in with the people left
sitting in the room -- how can we retrain them.

MR. WATKINS: If we retrain them

five years and we take the automotive business, for
instance, there are many more people employed today than
twenty-five years ago. We are going ahead in this



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4 country, there will be many more employed in the next
5 twenty-five years. We are trying to get at a basis to
6 train people in industry. Actually, we have to look at
7 this Committee as a place to go and say, do you agree
8 on this; we should start training as of today. The
9 younger people, we cannot keep. A young man of twenty
10 sitting until forty-five to train him --- you say start
11 today. After twenty-five years he has the basic
12 knowledge of skills where he might fit in. We have to
13 worry about the other fellow, take care of the man who
14 is coming along. We have to educate the young fellow,
15 and there is a worry about this older man. I think
16 with labour and management and government, they could
17 be ironed out. They still have to get together. No
18 use management and labour and government sitting on the
19 fence for somebody to make up their mind.

19 MR. GISBORN: I would suggest through
20 this process of trying to find out at every opportunity
21 what is going on in industry would give us some idea
22 what we have to train these people for.

22 THE CHAIRMAN: We do not know what
23 these skills are going to be twenty-five years from now.
24 We must give basic training. Who knows what we are
25 going to need twenty-five years from now.

26 MR. PEACOCK: Yesterday, when we
27 appeared before the Prime Minister in line with which
28 you just suggested, we suggested the establishment of
29 a technology clearinghouse to determine what the extent
30 of automation is now, what its forecast is likely to
take in the coming years, to plan with industry to meet



country, there will be many more employed in the next
twenty-five years. We are trying to get at a basis to
train people in industry. Actually we have to look at
this committee as a place to go and say, do you agree
on this; we should start training as of today. The
youngest people, we cannot keep. A young man of twenty
sitting until forty-five to train him -- you say start
today. After twenty-five years he has the best
knowledge of skills when he might fit in. He has to
worry about the other fellow, take some of the time, the
is coming along. We have to educate the young fellow,
and there is a worry about this right now. I think
that labor and management and government, they have
to be joined up. They will have to get together. We
are management and labor and government sitting on the
edge, for somebody to help us this time.
THE CHAIRMAN: I would suggest that
the process of trying to find out at every opportunity
what we are doing on in industry would give us some idea
what we have to train these people for.
THE CHAIRMAN: We do not know that
these skills are going to be twenty-five years or more
to get into the training. Who knows what we are
going to need twenty-five years from now.
MR. BLANCHARD: Yesterday, when we
were in the Public Utilities in line with which
you just suggested, we suggested the establishment of
a technology steering group to determine what the extent
of automation is now, what the forecast is likely to
be in the coming years, to plan with industry to meet



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4 the job and skilled requirements that industry is going
5 to anticipate. We know industry does not look into
6 the future with a blind eye. They have a fairly good
7 idea of what kind of equipment is on the planning boards
8 now, not for the next two, three, four, five years,
9 but for the next twenty years.

10 THE CHAIRMAN: It means getting to-
11 gether.

12 MR. PEACOCK: It does mean consulta-
13 tion with all three groups.

14 THE CHAIRMAN: Be honest with one
15 another. We are all interested in one problem, whether
16 it be union or company or non-union.

17 MR. CARRUTHERS: Can you ask an
18 industry to reveal something on the planning board?

19 MR. PEACOCK: I think we can. We are
20 seeing it every day, we are seeing business. I might
21 say this, not the labour party, or the trade unions,
22 or the democratic socialist parties, under conservative
23 companies, that it has been the Federation of British
24 Industry which wants the government incorporated, let
25 us begin to plan our economy in such a way that we know
26 what is going to be required. We are willing to share
27 with government, our plans for the future for capital
28 investment, how much it is going to be, what fields it
29 is going to be generated into under the adoption of
30 these plans, or communication programming. I do not
like the word "plans". Business does sit down with
the French government under the Commisariat du Plan.
Twenty-five businesses made up of industrialists and

the job and skilled requirements that industry is going to... the know industry does not look into... with a blind eye. They have a fairly good... kind of... the planning... next two, three, four, five years... the next twenty years.

THE CHAIRMAN: I want to ask you-

Chairman.

MR. H. A. GALT: It does seem reasonable-

tion with all these things.

THE CHAIRMAN: I am not sure.

another. We are all interested in our problem, whether

it be union or company or non-union.

MR. H. A. GALT: But you say-

industry to reveal something in the planning...

MR. H. A. GALT: I think we want to see

seeing it every day, so we are in a business. I think

any thing, and the labor union, I think we should

the labor union, I think we should

I think it has been the tendency to think

in any which waste the government incorporated, the

be better to plan our economy in such a way that we know

what is going to be required, and we will be able to

with government, our plan for the future for capital

anyway, but when it is going to be, what does it

be going to be generated into under the labor union

those kind of communication programs. I do not

like the word "plans". Business does not fit down with

Twenty-five businesses made up of industrialists and



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4 business men sit down and discuss the needs and future
5 capital and equipment needs of their industry over the
6 coming years. They decide, is our industry going to
7 grow at three per cent, five per cent; how would the
8 growth move the growth of the rest of the economy; and
9 once they have arrived at some estimate, then they
10 proceed with confidence to maintain a level. They do
11 it as sharing their information, not only with re-
12 training, but with their plans for capital investment.

13 THE CHAIRMAN: That will be a federal
14 matter in Canada, and I think we can make a recommenda-
15 tion. I do not like the word "planning", but I am going
16 to call it planning. We have to look at the future of
17 industry, our needs. We will not be right. forecast.

18 MR. PEACOCK: The reluctance of our
19 business people will soon have to be shed. We cannot
20 meet our own needs and face the countries who are carry-
21 ing out these plans. Unless we adopt something applicable,
22 in a similar way, to our economy, we are going to be
23 left very far behind.

24 THE CHAIRMAN: I doubt that the
25 government would sit down with industry and try to fore-
26 cast. I think we, as a growing country and young country
27 just coming along, this will take care of itself until
28 we have reached this point.

29 MR. DE ANGELIS: We have to do a
30 selling job to industry to accept the responsibility, for
their good as a whole, of not looking after their
particular needs. I find, as I go around in the



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4 different companies, I have to deal with one of the
5 things --- "Do you know where we can get electricians?"
6 I say to them, my first reply is: "Why did you not have
7 the apprenticeship programme so you can bring some
8 people along too?" "We are not big enough." They give
9 me all kinds of excuses.

10 I had the opportunity to go to the
11 Chrysler Motor Corporation. They emphatically told me
12 that they were not to train anymore people than what
13 their immediate needs were. I said: "What about the
14 other guy, and where did you get all of your people?
15 Somebody else trained them. You should accept your
16 responsibility to reciprocate" because the source which
17 has trained our skilled people, that is Europe, is now
18 dried up; some of them thinking of going back the other
19 way. We have to, in some way or other, encourage
20 management to accept responsibility in this programme
21 and not let George do it all.

22 THE CHAIRMAN: You can go around the
23 Province of Ontario and he will not know where he can
24 get a parts sales manager because nobody has trained
25 them.

26 MR. THOMPSON: I think also in this
27 manpower assessment, which is obviously lacking in this
28 country, I think it is of great importance to us which
29 you have stated in studies, from the point of view of
30 training people, I think it gets right down that these
facts must be given and given to the vocational guidance
people in the early stages, because I would say these
people are utterly incompetent to guide people if they



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4 do not have the training.

5 MR. CARRUTHERS: Are they not doing
6 that now?

7 THE CHAIRMAN: We have not any fore-
8 casting.

9 MR. DE ANGELIS: There is no such
10 clearing house to aggregate this information.

11 THE CHAIRMAN: I can see a future for
12 this research.

13 DOCTOR CRISPO: We are all for you
14 promoting more research.

15 MR. GISBORN: I take it this is the
16 model apprenticeship programme that you attempt and
17 recommend to be negotiated when the opportunity arises.
18 I see in your submission, in the first page, that there
19 are only sixteen or seventeen programmes in your agree-
20 ments in Ontario. How many agreements do you have?

21 MR. DE ANGELIS: It would be in the
22 neighbourhood of two hundred, I would hazard a guess.

23 MR. PEACOCK: I think we have one
24 apprenticeship programme in Quebec.

25 MR. DE ANGELIS: And then, with regard
26 to related training in school, I have negotiated with
27 the White Motor Company in Carlisle, an apprenticeship
28 agreement, and it is almost in its entirety, with this
29 document here.

30 MR. GISBORN: Out of two hundred, I
think some of these programmes would not do. What would
be the percentage of two hundred that could apply an
apprenticeship programme?



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4 MR. DE ANGELIS: This is a field where
5 you almost have to examine the machinery that a company
6 has in order to evaluate whether they could properly
7 train apprentices. They have to have certain basic
8 motors, milling machines, and shapers, and that sort of
9 thing. They might not have them. They might have lathes
10 and nothing else. I would, just harzarding a guess,
11 say that of the two hundred agreements that we have,
12 possibly twenty per cent could apply an apprenticeship
13 programme because we have a lot of companies under
14 agreement that are into, say, plastics and things like
15 that. For instance, we have a pickle factory with a
16 good agreement, and a few things like that, that it
17 would not be practical. And yet, the same pickle
18 factory, I am attempting to now negotiate on machinery,
19 a proper apprenticeship programme, because they make
20 their own cans.

21 DOCTOR CRISPO: In a centre such as
22 Windsor, could you have the apprenticeship so the worker
23 could be protected?

24 MR. DE ANGELIS: There is portability
25 of apprenticeship. This must be by agreement. He might
26 say he is getting \$1.50 an hour over here, and we are
27 not prepared to pay him, it would have to be a process
28 of negotiation on what you would start him at.

29 THE CHAIRMAN: Gentlemen, I hate to
30 close this discussion at this point. We have another
brief being presented by the Canadian Restaurant
Association.

I believe that if we checked the brief



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4 and checked this Canadian Apprenticeship Standards, that
5 we have the feeling of the U.A.W. I think we would be
6 right in assuming that.

7 I want to thank these gentlemen for
8 preparing this brief and coming here this morning and
9 discussing it with us. As I said earlier, I am sorry
10 that we have to close it off, but we have these people
11 waiting. At a later date, if there should be anymore
12 information that the Committee would like to get from
13 you people, we could call you here?

14 MR. DE ANGELIS: We would be very
15 glad to do that. Thank you.
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THE CHAIRMAN: Gentlemen, we have a group here this morning from the Canadian Restaurant Association. Mr. Boukydis is going to present their brief, and I would ask Mr. Boukydis to come up here and take a seat beside me, if you please.

Would you like to introduce the rest of your delegation?

SUBMISSION

OF

THE CANADIAN RESTAURANT ASSOCIATION

(ONTARIO REGION)

APPEARANCES:

MR. GUS BOUKYDIS JR.

MISS F. C. MONTGOMERY

MR. MAURICE PRIOR

MR. O. K. WILSON

MR. BOUKYDIS: Miss Montgomery is the Executive Director of the Restaurant Association from Toronto. Mr. Maurice Prior is Assistant General Manager of The Granite Club and is Toronto and District Branch Manager of Canadian Restaurant Association. Mr. O. K. Wilson, Out Post Restaurant, Gravenhurst, Ontario.

We are running a little late. There has been a great deal of publicity of the introduction of cooking courses into vocational secondary schools, and an experiment in this connection has been conducted at the South Muskoka School which is at Bracebridge.

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4 Mr. Wilson, who is here this morning, is a member of the
5 Advisory Committee of that school and has been respon-
6 sible for the introduction of this trade course. I
7 thought the Committee members might like to know that
8 information.

9 THE CHAIRMAN: You may continue with
10 the brief.

11 MR. BOUKYDIS: Mr. Chairman, and members
12 of the Select Committee on Manpower Training of the
13 Ontario Legislature:

14 Gentlemen: The Canadian Restaurant
15 Association was incorporated in 1944 under a federal
16 charter. It is a non-profit organization recognized as
17 the national trade association representing the food
18 service industry. Its principal objective is to
19 "Improve the standards of restaurant operation throughout
20 the Dominion of Canada."

21 Active membership for Canada is just
22 over 2,000. Associate members, made up of suppliers to
23 the trade, total 1,100. Active membership in Ontario is
24 900.

25 With your knowledge of the number of
26 food service establishments in the province, this member-
27 ship will appear small. However, we do maintain that our
28 Association represents the majority of the better class
29 food service establishments. Furthermore, we estimate
30 that the volume of sales from these member establishments
would exceed 50% of the total value of all meals,
prepared, served and consumed away from home.
Unfortunately, accurate statistics are not available.



For some years we have been working closely with the Dominion Bureau of Statistics for the purpose of obtaining information that would reflect a true picture of the sales of all establishments where food is served and consumed away from home, and of the number of persons engaged in the industry. So far we have met with only partial success. It will be of interest to you to know that whereas the Dominion Bureau of Statistics reported restaurant sales for 1961 as \$557,000,000. they are actually closer to one billion dollars. This figure was agreed to in a recent meeting with officials of DBS in Ottawa.

The difference is accounted for in the fact that sales for the following types of establishments are never included.

Restuarants, cafeterias, etc., in
Department, Variety and Drug Stores,

Hotel and Motel dining rooms and
coffee shops,

Industrial and In-plant feeding
operations,

University, College and School dining
rooms and cafeterias,

Hospitals and Institutions,

Clubs,

Airline Services,

The Armed Forces,

Social Catering.

Many other types of food service might
be added but we have listed only those represented by



membership in our Association.

Since the Province of Ontario accounted for over 40% of the restaurant sales reported by DBS for 1961, we submit that this percentage applied to the estimated figure of one billion dollars for the whole of Canada, would indicate the imposing figure of \$400,000,000. for Ontario, as being representative of the sales value of all meals eaten away from home during 1961. We would estimate that well over 50,000 persons are employed to produce and serve the food, and supervise operations.

MANAGEMENT AND PERSONNEL TRAINING ESSENTIAL

The Association believes that good management is the prime requisite for a successful food service operation. The staggering ratio of bankruptcies in restaurants as compared to other types of retailing can be directly attributed to management's lack of know-how. It is likely to remain this way until such time as an applicant for a license is required to produce evidence that he has completed a recognized course in restaurant or food service administration, or has equivalent experience. The same licensing should require that key personnel engaged in the operation have a recognized form of education and/or training.

Importance of the tourist industry to the food service business, to the overall economy of the Province and, in the broader sense to the whole Canadian economy, is keenly appreciated by this Association. Even though we have witnessed vast



improvements in the "product" made available to tourists and to our day-to-day customers as well, we are very much aware that we are facing a future filled with challenges which we must be prepared to meet.

WHAT THE ASSOCIATION IS DOING ABOUT IT

We believe that our members across Canada have contributed substantially to the program of education and training that is presently available in our ten provinces. Advisory committees, including one or more restaurateurs have been active in the development of these programs and some have been planned and promoted in their entirety by food service committees convincing educators that a need existed. A resume of educational and training opportunities available across Canada is attached to this brief.

For five years our Association has sponsored a management seminar at Banff and for the second year one is being held in Eastern Canada in late October. We bring in highly qualified faculty members from universities in the United States where Food Service Administration or Institutional Management is taught as a degree course. It is regretable that we have no such courses in Ontario universities. We have also sponsored University Extension Courses and Short Courses. We have worked with Provincial and Municipal Health Departments in developing and staging courses for Food Handlers. At the present time several of our Ontario branches are co-operating with Boards of Education and National Employment Services in planning



improvements in the "product" made available to tourists and to our day-to-day customers as well, we are very much aware that we are facing a future filled with challenges which we must be prepared to meet.

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For five years our Association has

sponsored a management seminar at night and for the second year one is being held in Eastern Canada in late October. We bring in highly qualified faculty members from universities in the United States where Food Service Administration or Institutional Management is taught as a degree course. It is remarkable that we have no such courses in Ontario universities. We have also sponsored University Extension Courses and Short Courses. We have worked with Provincial and Municipal health departments in developing and staging courses for food handlers. At the present time several of our Ontario branches are co-operating with Boards of Education and National Employment Services in planning



and promoting training for unemployed persons. In other areas our members are giving of their time and experience to assist in developing food service training as a part of Secondary School Education. Assistance is also being given in development of the Occupational Courses.

In addition to the foregoing, our Association provides information, films and other aids that enable our members to develop their own on-the-job training programs.

Since December 1958, our Ontario Committee on Apprenticeship Training has been meeting with the Director of Apprenticeship Training and the Director of the Provincial Institute of Trades in an endeavour to:

(a) have cooking designated as a trade, and

(b) have adequate and up-to-date training facilities made available.

Even though we have been greatly disturbed about the length of time it has taken, we are delighted to be assured that the new school on Nassau Street should be ready for the first class of apprentice cooks in the spring of 1963.

EDUCATION AND TRAINING IN THE FUTURE

We will now deal with items (1) to (4) as indicated in your terms of reference.

The Apprenticeship Act and the Regulations Made Thereunder

and providing training for unemployed persons. In other
 across the members are, living of their time and experience
 to assist in developing food service training as a part
 of secondary school education. Assistance is also
 being given in development of the Occupational Courses,
 in addition to the foregoing, our

Association provides information, films and other aids
 that enable our members to develop their own on-the-
 job training programs.

Since January 1957, our Ontario
 Committee on Apprenticeship Training has been working
 with the Director of Apprenticeship Training and the
 Director of the Provincial Institute of Trades as an
 advisory body.

(a) have working described as a
 time, and
 (b) have adequate and appropriate
 training facilities made available.
 Even though we have been greatly disturbed about the
 length of time it has taken, we are delighted to be
 assured that the new school of Food and Travel should be
 ready for the first class of apprentice cooks in the
 fall of 1957.

FOOD AND TRAVEL TRAINING IN THE FUTURE

We will not deal with items (1) to
 (5) as indicated in our terms of reference.

For and the Department of Education



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5 Considering that this is a new
6 program for our industry, our comments on the Act and
7 the Regulations must be based on the knowledge of our
8 committee members, rather than on experience. Inasmuch
9 as our proposals for: Regulations, Outline of Instruc-
10 tion for Employers, and School Curriculum for first,
11 second and third year were reviewed with, and left in the
12 hands of Mr. McNeill's office early in 1962, we wish
13 to recommend that the apprenticeship training for
14 cooks be proceeded with, on the basis suggested. After
15 one year's operation we would be most anxious to have
16 it reviewed and necessary changes made -- based upon
17 experience.

18 In committee discussions a number of
19 proposals for future planning have been heartily endorsed.
20 Here are some of them:

- 21 (a) While we regard the Apprenticeship Training program
22 as an important step in giving some status to
23 cooking and in providing limited but urgently needed
24 trained personnel for the industry, we believe that
25 the new school will have the facilities for training
26 young men and women who do not wish to enrol in the
27 Apprenticeship program. Proof of the need for
28 additional training in cooking can be readily
29 substantiated by our office. Rarely a week goes
30 by that we do not receive an average of one request
per day from young people asking where they can
learn to cook, other than by working in a
restaurant. Some are already cooking but are
anxious to improve their knowledge. Others ask

Consolidating what this is a new
program for our industry. Our comments on the new
the legislation must be based on the knowledge of our
committee members, rather than on experimental, less than
as our proposals for regulations, location of instruc-
tion for high school, and school curriculum for first,
second and third year were discussed with, and left in the
hands of the legislative office early in 1961, we wish
to recommend that the present legislation, pending for
could be proceeded with, in the House of Representatives. After
one year's operation it would be time to review the bill
it revised and necessary changes made - based on

In committee legislation a number of
proposals for future planning have been heard. The committee
has and some of them
(1) This we regard the House of Representatives, and the
as an important step in the development of
existing in the industry, but currently no
training program for the industry, we believe that
the new school will have the resources for training
and will not have the resources to do so in the
the present program. Most of the new
additional training in cooking can be readily
and limited by our office. Nearly a week goes
by that we do not receive as much of the response
for the first young people coming where they can
start to cook, other than by working in a
restaurant. Some are already cooking but are
unable to improve their knowledge. Others ask



for courses of one or two years while some are interested in short courses in specialized fields. Also many requests come from employers who are prepared to finance courses for employees with promise. We recognize that it would be impossible to provide all types of courses immediately but we strongly recommend the integration of at least one good practical course in cooking as soon as possible. A study could then be made of other apparent needs.

(b) As Apprenticeship Training Programs for cooks are set up in Ontario centres -- other than Toronto, we would suggest that every consideration be given to including courses as proposed in the preceding paragraph (a).

(c) Under the new Vocational program, where cooking forms a part of an Educational Course, we recommend that such knowledge should permit a graduate student to become a second year apprentice, or if the student chooses to further his knowledge by attending a cooking school, his education at Vocational School should give him some status. (Reference is to the new school in Bracebridge).

(d) We question with reservation, the division of time, namely, 9 months on the job and 10 weeks to 3 months in school in present apprenticeship training programs. Our concern is -- (a) Are there sufficient restaurant and hotel operations in Ontario with persons qualified to train young cooks? (b) Should the period of training be shortened by having the apprentices spend more time in school and less

- for courses on one or two years while some are
interested in short courses or specialized full-
time study, results are based on employees who are
employed in technical courses for employees with
experience. The recognition that it would be impossible
to provide all types of courses immediately, it is
strongly recommended that a program of training and
study be developed in which as soon as possible
A study should then be made of other separate needs
(b) As represented by the following 10 items, the results are
set up in this manner: a number of the following
would suggest that every employee should be given
including courses in general in the following
(c) From the new program, where employees
to be a part of an educational program, the program
that and the following results are given as follows
to become a part of your program, in all the above
courses to further his knowledge by attending a
existing school, the education of technical school
should give him some status. The program is to be
no school in the following
(d) No question with respect to the duration of time,
namely, 3 months on the job and 6 weeks in school
in school to present appropriate training
(e) The results are as follows: (a) Are there sufficient
equipment and hotel arrangements for training
persons qualified to train young people? (b)
and the period of training or shortened by having
approximate amount time in school and less



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4 on the job?

- 5 (e) We recommend a system of registration for all
6 skilled persons engaged in any capacity in cooking
7 and baking, on a province wide basis.
- 8 (f) In the event of a business recession or other
9 unforeseen circumstances that might indicate reluc-
10 tance on the part of employers to enroll apprentices,
11 we would recommend that consideration be given to
12 having a one-year, pre-employment course that would
13 give the student a pre-determined status in the
14 Apprenticeship program, providing of course that
15 he could meet the required qualifications.
- 16 (g) We believe it is essential that training facilities
17 at the new school be fully utilized since trained
18 personnel in all classifications of food service
19 work are so urgently needed. Permit us to point out
20 that steady, year-round employment is more readily
21 available in the food service industry than in
22 practically any other business.

23 This we heartily emphasize, gentlemen.

- 24 (h) Good cooks and chefs are in very short supply.
25 This situation can be attributed in part to the vast
26 improvement in the economy of the European countries.
27 The need to immigrate no longer exists.
- 28 (i) Another branch of training which should receive
29 attention in the near future is the Culinary Arts.
- 30 (j) We favour a program of training for the unemployed.
However, we would wish to qualify this by saying
that a careful screening process to determine
suitability for the industry and willingness to



to recommend a system of registration for all
qualified persons engaged in any capacity in working
the building on a permanent basis
In the event of a business recession or other
adverse circumstances that might threaten the
status of the part of employees to the all operations
we would recommend that consideration be given to
limiting a one year or employment contract that would
give the employer a greater control in the
employment of workers, and that the
he could meet the needs of the industry
We believe it is essential that working facilities
at the new school be of the highest quality
personnel in all departments of the school
work are to be reported and the school to keep out
last stand, with the school to be more rapidly
available in the new school building than in
the existing one
There is a serious shortage of workers
There seems to be a shortage of workers
The situation can be improved in the new school
improvement in the working conditions of the workers
The need for improvement is obvious
Another branch of training would be the
attention in the new school to the industry
to have a program of training for the unemployed
However, we would wish to qualify this by saying
that a careful selection process is necessary
to select for the industry and willingness to



accept employment upon completion of training,
should be used.

(k) Some concern has been expressed about the shortage of qualified teachers and instructors for the Apprenticeship Program and other cooking classes. Generally, it would be difficult to encourage persons having adequate qualifications to leave remunerative employment in the industry. There would appear to be a need for teacher training.

(l) We believe that any young man or woman wishing to obtain education or training in order to become more skilled in his or her occupation, should have a freedom of choice as to the type of education or training that best suits his or her needs.

(m) Copies of our proposals delivered to the Director of Apprenticeship training early this year will be made available to your Committee on request. It is our understanding that they are still going through the legal processes in the Department of Labour. The following were submitted:

1. Suggested Regulations under The Apprenticeship Act for The Trade of Cook -

(a) General Regulations

(b) Suggested Regulations for the Designated Trade of Cook

(c) Regulations made by The Provincial Advisory Committee Under the Apprenticeship Act.

2. Suggested Regulations under The Apprenticeship Act with Respect to the Trade of Cook.

3. Apprenticeship Training for Cooks, Outline of



about employment upon completion of training,
should be used.

(R) Some concern has been expressed about the shortage

of qualified teachers and instructors for the
Apprenticeship Program and other cooking classes.
Generally, it would be difficult to encourage
persons having adequate qualifications to leave
responsible employment in the industry. It is
more difficult to get a new teacher training
program.

(1) It is believed that not many men or women wishing to
obtain education or training in order to become
more skilled in their work or to obtain a better
position of greater pay or the type of work for
or training that best suits his or her needs.

(m) Copies of our proposals delivered to the Director
of Apprenticeship training only and you will be
made available to your Committee on request. It
is our understanding that they are still being

through the paper process in the Department of
Labor. The following were submitted:

1. Suggested Regulations under The Apprenticeship
Act for the Trade of Cook

(a) General Regulations
(b) Suggested Regulations for the Restricted
Trade of Cook

(c) Regulations made by The Provincial Advisory
Committee under the Apprenticeship Act

2. Suggested Regulations under The Apprenticeship
Act with respect to the Trade of Cook.

3. Apprenticeship Training for Cooks, Outline of



Instruction for the use of Employers, first, second and third year.

4. Suggested Outline for Training in Apprenticeship School for 10 weeks of first, second and third year.

SUMMARY

Members of our Association Executive recognize that the majority of food service operators are not equipped to train their employees to meet today's rigid requirements. Therefore in order to cope with the increasingly higher standards being demanded and to carry out the objectives of our Association, it is imperative that education and training for management and employees be readily available.

Skilled workers for all categories of employment are an essential requirement. We believe that those already in the trade should have equal opportunity to gain further knowledge and improve skills that would enable them to move on to better jobs when qualified.

The Apprenticeship Program will in our opinion fill a great need but we are equally interested in having courses in cooking for those who wish to enroll for one or two years -- and for those who desire short courses or evening classes. We base this on the many requests received at our office from men and women who ask for information on where they might:

- (a) Learn basic cookery,
- (b) Improve their knowledge generally



Instruction for the use of the report, first,

second and third years.

4. Suggested Outline for training in administration;

School for 10 weeks or first, second and third

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Outline of our education system

recommends that the majority of local service organizations

are not equipped to do this. It is suggested to send to the

and the government. It is suggested to send to the

inter-agency body or committee being formed at the

level and the objectives of the investigation, it is

recommended that the education and training for the national

the improvement of working conditions.

It is suggested that the old categories of

employment and the national service should be defined

that a new category in the trade should be created

and the new category should be defined in the national service

that would include those who were on the national service when

The Department of Education will be the

education will be a great asset but we are equally interested

in having a committee to consider the whole question of

enroll for one or two years or for those who have

great interest in working. It is suggested that the

new category be defined at the office level and the

who are the national service and the national service

for the national service.

for the national service and the national service



or in some special kind of cookery,

(c) Attend night school to improve
their knowledge and skills,

(d) Study specialty cooking such as,
French, Italian.

We recommend, that in order to further
the objectives of government, this Association and those
to be educated and trained, a standing committee should
be appointed, with representatives from each group.
It would be the responsibility of this committee to meet
at least once yearly to review what has been done, what
is being planned and, whether or not the needs of the
industry are being met. Certainly each group is
interested, stands to gain materially, and should accept
reasonable responsibilities.

All of which is respectfully submitted
on behalf of the Members of the Canadian Restaurant
Association in Ontario and their present and future
employees.

Thank you, sir.

THE CHAIRMAN: Gentlemen, questions?

MR. BOUKYDIS: We realize it is noon
time.

THE CHAIRMAN: We, as a rule, carry
on until twelve thirty. Unless you people might want
to get away, we can extend that until twelve forty-five
or one. We will give them a short noon hour.

MR. GISBORN: I would like to get clear
on page 2; you give a suggested figure of sales for the
restaurant industry and you suggest it would be

- or in some special kind of assembly,
- (c) attend night school to improve their knowledge and skills,
- (d) study specifically concerning such as,

we recommend that it be for business the objectives of government, this Association and those to be educated and trained in standing committee should be appointed, with representatives from each group it would be the responsibility of the Association to make at least once yearly to report on the progress made, and if it is not planned now, that it be at the end of the industry and business and in every case report. Information, however, is being maintained and should report

and on which is being and in which as a result of the success of the American Association Association in which and which is being and in which

interior and six
the Association, however, is being and in which
the Association, however, is being and in which

on until in the thirty. There are people who want to get away, we can understand it, but we have to get on with it. We will give them a short report. The Association is being and in which. On page 2, you give a summary of action for the restaurant industry and you suggest it would be



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4 actually closer to one billion dollars rather than
5 \$557,000,000.00; and you say the difference is accounted
6 for in the fact that sales for the following types of
7 establishments are never included. And you give the
8 wide range. What is included if restaurants and
9 cafeterias and all those mentioned are not included?

10 THE CHAIRMAN: Restaurants in
11 department and variety and drug stores --- those should
12 be straight restaurant figures?

13 MR. BOUKYDIS: Yes.

14 THE CHAIRMAN: In other words, you are
15 not taking in hotel dining rooms and motels?

16 MR. BOUKYDIS: No. Miss Montgomery
17 has had several sessions with Dominion Bureau of
18 Statistics.

19 MISS MONTGOMERY: Mr. Chairman,
20 gentlemen, as mentioned in the brief we have been trying
21 for some years to get some accurate figures. We feel
22 we are very badly represented by statistics in view of
23 the fact that these different types of operation are not
24 represented. Take the variety stores and departmental
25 stores, how many very large restaurants are operating
26 across Canada, and all the drug store restaurants, and
27 none of these are represented in this branch of industry.
28 Another large field is in industrial caterers, and none
29 of that is included in Dominion Bureau of Statistics.
30 We have a committee in Dominion Bureau of Statistics
working on it and they at last recognize our problem
and are trying to work out ways --- special questionnaires
to be sent out to various branches. They agree one



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4 hundred per cent the figures we get are practically
5 useless as far as being represented as an industry.

6 THE CHAIRMAN: Your hotel dining room,
7 would that not be a very large food business?

8 MISS MONTGOMERY: That is another large
9 figure. Hotel dining rooms are not as large as the
10 other two I speak of. For instance, the Armed Forces,
11 while it is not actually considered, should be in
12 relation to sale. It is a very big business as far as
13 food preparation business is concerned. We have the
14 district Armed Forces and they are just as interested
15 on how to do a better job and how to operate at lower
16 costs as a retail restaurant is.

17 THE CHAIRMAN: And you need cooks.

18 MISS MONTGOMERY: Yes. As a matter of
19 fact, they take them because in many cases they are in
20 a position to make remuneration a little more interesting.

21 MR. THOMPSON: If the trade was
22 designated, do you feel that all these places you
23 mention on page 2 should be included --- I am thinking
24 more of certification. Do you think that if you had a
25 system of certification that the whole group should be
26 included in that?

27 MR. BOUKYDIS: Well, sir, speaking of
28 other categories --- I think even the Armed Forces, they
29 are not members, are they --- the Canadian Armed Service
30 Corps?

MR. MORIN: Yes, they are.

MR. BOUKYDIS: : Our representatives
are anxious for this sort of thing and they would

hundred, for that the light is not as bright as

usually as far as being used as an indicator.

The following is a list of the things which

will not be a very large loss of time.

There are many things which are not as large as

light, but the things which are not as large as

other two I speak of. For instance, the things which

while it is not actually a matter of time, it is

relation to time. It is a very big business as far as

food preparation and the things which are not as large as

light, but the things which are not as large as

on how to do a better job and how to do a better job.

Costs are a retail business, but

the things which are not as large as

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4 accept certification.

5 THE CHAIRMAN: In other words, if they
6 were certified and you had apprenticeship training,
7 would they have to go to this channel?

8 MR. BRUNELLE: If the hotel and
9 restaurant employees were before us and they suggested
10 a need for greater certification and broke it down to
11 short order cook, they felt this individual would require
12 such training --- and I have forgotten what the three
13 categories are ---

14 THE CHAIRMAN: Hotel chef and master
15 chef.

16 MR. BRUNELLE: And they said there
17 should be three levels of certification or licences,
18 would this be in conformity with this?

19 MR. BOUKYDIS: You take the designated
20 type of cook, there are many branches. You have a more
21 specialized branch of cooking, they lean towards one
22 particular type of work. You get men who are not
23 necessarily too good as basic cooks,
24 particularly ones from Europe. We have specialists
25 come from Europe. I would say you need more than three.

26 DOCTOR CRISPO: You are thinking of
27 several?

28 MR. MORIN: Yes.

29 THE CHAIRMAN: Could you give us a
30 breakdown?

31 MR. BOUKYDIS: You have a man who
32 basically started as a cook --- a master chef, a man who
33 is in charge of the kitchen and actively cooks and



...certification.

THE CHAIRMAN: In other words, if they were certified and you had apprenticeship training,

would they have to go to this training?

MR. BUCKLEY: All the better and

restaurant employers were before us and they suggested

a way for greater certification and more in line to

short order cooks, they felt this individual would require

such training and I have forgotten what the other

THE CHAIRMAN: That's right and again,

could

MR. BUCKLEY: And they said, there

should be three levels of certification or licensure,

would that be in conformity with this?

MR. BUCKLEY: You take the original

type of cook, there are many specialties. You have a more

specialized range of cooking, they look towards the

professional level of work. You put men who go on

necessarily cook great meals, cooks,

particularly ones from Europe, he has specialties

some of these things. I would say you need more than three.

OTHER SPEAKER: You are talking of

separately?

MR. BUCKLEY: Yes.

THE CHAIRMAN: Could you go as far as

specializing?

MR. BUCKLEY: You have a man who

basically started as a cook -- a master chef, a man who

is in charge of the kitchen and actively cooks and



supervises at the same time.

THE CHAIRMAN: Could not this work through the ranks? You have a top level of certification?

MR. BOUKYDIS: Yes.

THE CHAIRMAN: We would not need to make that a category?

MR. BOUKYDIS: No. You have the pastry cooks who confine themselves to that work entirely. You have men who are, we call them, larder cooks or meat preparation cooks. We have the men particularly interested in roasting meat and do nothing but roast meat every day. This is supposedly the system in Europe. --- you may be a fish cook and you cook fish all day. You cannot get a system which is an all-round cook.

MR. THOMPSON: What category would you give to the cook in the greasy spoon?

MR. BOUKYDIS: He is a short order cook because otherwise he would not be there.

DOCTOR CRISPO: There is room for this type of individual?

MR. BOUKYDIS: He is an absolute necessity. This is where the designated trade and status come in. These people have not got this. The word greasy spoon and short order cook is associated with lower standards in the industry.

DOCTOR CRISPO: It would be a lower standard than what you call for?

MR. BOUKYDIS: Yes. It is training ground. They begin as a short order cook and if they have any ambition they get a lot further.

represented on the same line.

THE CHAIRMAN: Don't put this word

through the process. You have a lot of certification

MR. BUCKLEY: Yes.

THE CHAIRMAN: The question now is

asked that a committee

MR. BUCKLEY: Yes. You have the

greatly, because the committee themselves to that work entirely

You have seen what we could have, I think, could be

very important to the work of the committee.

interested in reporting what we have done in the past

next evening. This is an excellent question in Europe.

on way to a job and we have had all our

You cannot get a system which is an all-around work.

MR. BUCKLEY: What category would you

place in the field in the category group?

MR. BUCKLEY: It is a short order cook

because otherwise we would not be there.

MR. BUCKLEY: There is room for this

type of information.

MR. BUCKLEY: It is an essential

necessity. This is where the designer needs the

analysis done in these people have not got that. The

word process, word and short order cook is associated with

lower standards in the industry.

MR. BUCKLEY: It would be a lower

standard than what you will find

MR. BUCKLEY: Yes. It is training

ground. They begin as a short order cook and if they

have any ambition they get a lot further.



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4 THE CHAIRMAN: If this should become
5 a certified trade, how many years of basic training
6 would be necessary before anyone could get a certificate
7 as a cook?

8 MR. BOUKYDIS: You should not do it
9 under five.

10 THE CHAIRMAN: If they want to upgrade
11 this and move up?

12 MR. BOUKYDIS: After five years a man
13 is a qualified cook. He should be.

14 DOCTOR CRISPO: You work as an
15 assistant?

16 MR. BOUKYDIS: As a short order cook
17 depending upon the man, six months, seventeen months,
18 even do it in three months.

19 THE CHAIRMAN: That would be as far as
20 he could go, short order cook. I am talking about, if
21 we certify a trade we do not want that fellow to start
22 moving up the ladder without taking any apprenticeship
23 training, where another man who wants to take the course
24 would take five years.

25 MR. THOMPSON: What I would be concerned
26 about is, I am thinking of the many small restaurant
27 operators, cooks. If they are hiring somebody for a
28 little restaurant and he comes in under certification,
29 as grade 1, this man perhaps in the quality of his
30 product is not very high, but from the point of view of
quantity of product, he is dishing it up quickly. Is
this man paid less ---and I presume you cannot say ---
than in the more trained fellow, say, up to grade 3



THE CHAIRMAN: If this should become

a certified training, how many years of basic training
would be necessary before anyone could give a certificate
as a result?

MR. SCHUBERT: You should not do it

until five

THE CHAIRMAN: If they want to register

this and make up

MR. SCHUBERT: After five years a man

is a qualified cook. He should be

noted on the list. You want as a

minimum

MR. SCHUBERT: As a short order cook

he should spend six months, seven months

even do it in three months

That is the

he should get short order cook. I am thinking about

we certify a trade we do not want that person to start

covering up the industry without taking any responsibility

training, where another man who wants to take the course

would take five years

MR. SCHUBERT: Now I would be concerned

about the training of the many small hotels and

operators, cooks. If they are hiring somebody for a

little restaurant and he comes in under certification,

as grade I, this man perhaps in the quality of his

product is not very high, but from the point of view of

quantity of product, he is cranking it up quickly. Is

this not fair? And I presume you cannot say

than in the more trained fellow, say, up to grade 2



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4 level? I am thinking of a small restaurant, a very nice
5 restaurant on Dovercourt, and this person is very skilled
6 in doing a variety of things. He likes to have this kind
7 of establishment. Would the employer pay him on the
8 basis of grade, that is the question I am asking.

9 THE CHAIRMAN: I think, Mr. Thompson,
10 that this Committee should not get into pay. We should
11 get into training the people we need. That is another
12 angle altogether. I think we have to leave that with the
Department of Labour.

13 MR. THOMPSON: I will change my
14 question. From the point of view of the need for trained
15 people --- I do not know the number of little restaurants
16 but there are a great number of people who are serving
17 short order service. They do not need as much training.
18 Will there be the incentive? Do you want to create
19 certain restrictions on these people in order that they
have a higher standard.

20 THE CHAIRMAN: I think, in other words,
21 you are trying to say, is there a need for this? I
22 would think that your Association are interested in
23 upgrading all eating places.

24 MR. BOUKYDIS: Very much so.

25 THE CHAIRMAN: There are many places
26 where tourists go where they feel that the food is much
more to be desired than they can get.

27 MR. THOMPSON: We have two conflicting
28 interests. We want to upgrade but also want the employ-
29 ment. Upgrading may create more employment. If you are
30 upgrading the little guy in the drug counter, this may



level. I am thinking of a small restaurant, a very nice
restaurant on Boulevard, and this person is very skilled
in doing a variety of things. He likes to have this kind
of establishment. Would the employer pay him on the
basis of grade, that is the question? my opinion.

That this Commission should not get into it. We should
get into finding the people we need. That is another
single statement. I think we have to leave that with the
Department of Labor.

Yes, I will change my
question. From the point of view of the need of the
people. I do not know the number of people in the
but there are a great number of people who are
about other people. They are not good as much training
will there be a need for the want to train
certain professions or other people in order that we
have a higher standard.

Yes, I think, in other words,
you are going to get a lot of people for the
social class that you are interested in
spending a lot of money.

Yes, I think, very much so.
Yes, I think, there are many people
who are interested in the fact that the fact is that

Yes, I think, we have two conflicting
interests. We want to upgrade but also want the employ-
ment. Upgrading and creating new employment. If you are
interested in the fact that the fact is that, this may



mean people will not be able to get jobs, they will be out of work because they are not of the standard you want.

THE CHAIRMAN: Why would you think that? If we said in five years time --- the matter again to be a short order cook --- you had to have three years apprenticeship training, do you not think more would want to get that because there is some protection?

MR. THOMPSON: I would say there are many people who have had some experience --- man and his wife. The wife has looked after a boarding house or something and decided to start a little restaurant, but they certainly could not start it if they had to go through three years of apprenticeship.

DOCTOR CRISPO: Why could you not take it in time and anybody capable of passing the test as a short order cook or any other level --- if he has the aptitude you do not want to force apprenticeship if by some other route they have acquired the skill.

MR. MORIN: Every year I operate a restaurant and if I find the cook has got to be off for some reason or other, I replace him. I do not consider myself a good cook for a short order cook, but I do not think you need three years training.

MR. BOUKYDIS: For the safety of all people. Food poisoning comes periodically. We have the goodwill of thousands at heart. There are certain health practices that have been practised. Even at very famous hotels you could get food poisoning. You trace it down to lack of knowledge and experience.

room people will not be able to get jobs, they will be out of work because they are not of the standard you want.

THE CHAIRMAN: Why would you think that?

If we said in five years time -- The matter again to be a short order cook -- you had to have three years apprenticeship training, do you not think more would want to get that because there is some protection.

MR. THOMAS: I would say there are

many people who have had some experience -- man and his

wife. The wife has worked in a boarding house for

something and decided on being a little restaurant, and

they certainly could not start it in five and to go

through three years of apprenticeship.

DOCTOR CHASE: Why could you not

take it in time and another couple of passing the test

as a short order cook or any other level -- if he has

the aptitude not to go on to longer apprenticeship, if

by some other route they have acquired the skills.

MR. MOHR: Every year I operate a

restaurant and in 1 find the cook has to be all for

some reason or other, I require him. I do not consider

myself a good cook for a short order cook, but I do not

think you have to be very training.

MR. BENNETT: Not the student of it.

people, food poisoning comes periodically. We have the

hundreds of thousands of people. There are certain

health practices that have been practiced. Even in

very famous hotels you could get food poisoning. You

trace it down to lack of knowledge and experience.



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4 We feel it is beyond just cooking. People come back
5 from the islands of Jamaica and so on, and they say due
6 to change of water I got a little bilious. It is not.
7 It is improper food handling. That is number one.

8 Number two, the average housewife dries
9 her dishes in the morning and she hangs the dish towel
10 in a room at eighty degrees temperature, and it is the
11 summer time. She dries the dishes with the same towel
12 lunch time, dinner time, and all her children come down
13 with summer colds. It comes from the towel, improper
14 handling. This has to be controlled. This is basic.
15 I think you will agree, from this starts the ability.
16 From there, you are on your own. In an exception, he
17 pours in something wrong and poisons two hundred people.

18 MR. MORIN: If you have a good health
19 department --- I know the Ottawa Health Department comes
20 four or five days and takes samples, and if not in order,
21 they come back and throw them out.

22 MR. BOUKYDIS: We, sir, work very
23 closely here in Toronto and we make all employees attend
24 the session before and so on.

25 MR. GISBORN: I might make Mr. Thompson's
26 concern more pointed to Mr. Boukydis. If there was
27 developed the type of apprenticeship programme for
28 certified cooks and greater qualifications, what would
29 be your Association's opinion as to it being covered by
30 The Industrial Standards Act as to wages and conditions?

 MR. BOUKYDIS: Are we here to discuss
that?

 THE CHAIRMAN: No.



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4 MR. BOUKYDIS: We have some definite
5 thoughts on that.

6 THE CHAIRMAN: I do not think we should
7 get into that.

8 MR. THOMPSON: Before we get too far
9 away from this certification matter, I want to refer to
10 page 7, section (e) "We recommend a system of registra-
11 tion for all skilled persons engaged in any capacity
12 in cooking and baking, on a province wide basis."

13 Do you mean even outside the restaurant field, for
14 instance, bake shops where bread and cake and buns are
15 made? Do you think they should also be included?

16 MR. BOUKYDIS: Yes.

17 THE CHAIRMAN: There should be a
18 category, bakers.

19 MR. BOUKYDIS: Yes. They have the
20 goodwill of the people at heart. I think it should be
21 a part.

22 MR. MORNINGSTAR: I imagine before a
23 cook would be certified he would have to, no doubt, go
24 through some kind of test to assess his abilities and
25 somebody would not take the three-year period. Would
26 there not be some time to give him a test to assess his
27 abilities and qualifications and be certified as a cook
28 and not have to go the three years?

29 THE CHAIRMAN: I think you will find
30 that in any trade you will find some people who would not
need to take as much training as the other. Nevertheless,
when you are laying out an apprenticeship act, you have
got to have one thing or the other. You cannot say

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MR. JOHNSON: I have some definite

THE CHAIRMAN: I do not think we should

get into that

MR. JOHNSON: Before we get too far

away from this constitutional matter, I want to refer to
page 1, section (c) "We recommend a system of registration
for all skilled persons engaged in any capacity

in cooking and baking, on a province-wide basis."

He had meant even to include the restaurant trade, for

instance, bakers, bakers, bakers and cake and bread and

pastry. Do you think that should also be included?

MR. JOHNSON: Yes.

THE CHAIRMAN: There should be a

category, bakers.

MR. JOHNSON: Yes. They are the

people of the people to have. I think it should be

a part

of the constitution. And I imagine before a

cook would be certified he would have to, no doubt, go

through some kind of test to assess his abilities and

somebody would not take the three-year period. Would

there not be some time to give him a test to assess his

abilities and qualifications and be certified as a cook

and not have to go the three years?

THE CHAIRMAN: I think you will find

that in any trade you will find some people who would not

need to take as much training as the others. Nevertheless,

when you are laying out an apprenticeship act, you have

got to have one thing or the other. You cannot say



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4 this one can get it in six months and the next one in
5 three years.

6 MR. BOUKYDIS: Give him a chance to
7 jump.

8 DOCTOR CRISPO: The immigrant, you
9 would not want to hold back three years if he already
10 had the training.

11 MR. MORIN: In the regulations that are
12 mentioned in this brief that have been submitted to
13 Mr. McNeill and Mr. Eberlee, and copies of which I have
14 also, that programme is all taken care of in the
15 proposed regulations, that any person who is experienced
16 should be able to go and try an examination and be
17 graded at the level where he should belong. He is a
18 fellow qualified then but has no diploma and no
19 qualifications and can write an examination and be
20 qualified. That is going on in Alberta. Our
21 Association have been instrumental in getting apprentice-
22 ship courses. It is operating very effectively. That
23 is happening all the time. In hotels, they like to have
24 certificates. What is more important. I am a former
25 restaurant operator myself and if people come in to me
26 and apply for a position and they show me some sort of
27 certificate that they qualify for the job, your problems
28 are half taken care of, as against today, you are
29 employing somebody who says he can do this or that or
30 some other thing.

THE CHAIRMAN: These people who are
in the business now, they should have that opportunity
of writing that examination and when we get beyond that



this one can get it in six months and the next one in

Mr. Boardman, have him a chance to

Thank

would not want to hold back three years if he already
had the training.

Mr. Willard: In the regulations that are

examined in this trial have been suggested to

Mr. Howell and Mr. Boardman, and copies of which I have

also, that program is to be made known to the

proposed regulations, that any person who is experienced

should be able to get into an examination and be

graded at the level that he should belong to in a

field, qualified that has no back and no

qualifications and can do an examination and be

qualified, that is going on in the field, that

Association has been recommended to General Applegate

ship courses, it is something very effective in

is happening all the time in the field, that is, that

certification, that is what we want, I am a former

restaurant operator, and in the field, that is to say

and apply for a position and they give me a test and

certify that they qualify for the job, you know, that

are half taken care of, as against the other, you see

employing somebody who can do this or that or

some other thing.

The Chairman: These people who are

in the business now, they should have that opportunity

to get that examination and then we get beyond that



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4 stage there is an Apprenticeship Act in force. You
5 would not want it so somebody can write an examination
6 and get his certificate without going through an
7 apprenticeship course?

8 I am asking this point, if we went
9 through this period in the business, that they had an
10 opportunity to write this examination and had the
11 Apprenticeship Act, all persons wishing must serve an
12 apprenticeship, you people would not want that somebody
13 who said he is a cook would write an examination.

14 MR. MORIN: Yes. If he can take the
15 examination and the tests, go through the process of
16 testing in the apprenticeship schools.

17 THE CHAIRMAN: If you set up five years
18 for young people and say they must serve five years
19 because they are not experienced. Would that be an
20 incentive for them, because somebody with experience
21 can step in and get a certificate by writing an examina-
22 tion?

23 MR. PRIOR: A person writing an
24 examination is at five years.

25 DOCTOR CRISPO: Or he could have picked
26 it up at night school?

27 MR. PRIOR: We could set up a test for
28 a man as a cook which he would have to have the knowledge
29 to pass. He could not get away with it. Where cooking
30 is concerned, you are not dealing in the theory or
written work, you are dealing with actual performance.
I could take a group of people, and in a very short
space of a day set them to certain jobs and discuss,

stage there is an Apprenticeship Act in force. You would not want it so somebody can write an examination and get his certificate without going through an

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opportunity to write this examination and have the

Apprenticeship Act, and persons wishing may serve an

apprenticeship, you people would not want that somebody

who said he is a cook would write an examination.

MR. WATKINS: Yes. I have seen the

examination and the tests, go through the process of

looking in the apprenticeship schools.

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for young people and say they must serve five years

before they are not experienced. Would that be an

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written work, you are dealing with actual performance.

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of a day set them to certain jobs and discuss,



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4 and before the day was over I could say this man is a
5 cook and that man never will be and that man cannot.

6 THE CHAIRMAN: You may be able to do
7 this. Say I am running a restaurant in a little village
8 in the County of Frontenac and I am not a very good cook
9 myself. I take somebody in, he can do everything that
10 suits me. He can write an examination. I do not think
11 that is going to upgrade your profession as cooks.
12 That is going to defeat the thing you are trying to
13 correct.

14 MR. PRIOR: It would not be done by
15 an individual restaurateur.

16 THE CHAIRMAN: To me, it would not work
17 out. One trade is certified, automobile mechanics.
18 When he goes in to be an apprentice, he has to serve
19 apprenticeship. If he had training he might get the
20 second or third year, and he cannot get the four years,
21 and unless you had that it would not be much use having
22 apprenticeship training.

23 MR. HARRIS: This is one group that
24 lends itself to different categories much more so than
25 carpenters or auto mechanics. There are different grades
26 in here without any argument as opposed to carpenters.

27 THE CHAIRMAN: That is true, but I am
28 thinking of a very good cook, but she is a housewife.
29 She has not got a certificate to cook for a restaurant
30 and for some reason decides she is going to write that
examination and go as a cook.

MR. GISBORN: I do not agree with your
approach to this. We have been thinking in this

and before the day was over I could say this man is a
cook and that man never will be and that man cannot.

THE CHAIRMAN: You may be able to do

this. Say I am running a restaurant in a little village
in the County of Donegal and I am not a very good cook
myself. I take somebody in, he can do everything that
I can't do. He can write an examination. I do not think
that is going to upgrade your profession as cooks.
I am going to debate the thing you are trying to

MR. BROWN: I would not be wrong

an individual restaurant.

THE CHAIRMAN: To be, it could not work

out. One or two is desirable, somebody's kitchen.
When he goes in to be an applicant, he has to serve
apportioned. It is not that he might get the
second or third year, and he cannot get the first year,
and unless you had that it would not be worth the trouble.

MR. BROWN: This is one thing that

lands itself to different authorities which would be a
mixture of authorities. There are different
to have, it is not a very good idea to be a cook.
THE CHAIRMAN: That is true, but I am

thinking of a very good cook, but she is a housewife.
She has not got a certificate to be a cook for a restaurant
and for some reason however she is going to write that
examination and go as a cook.

MR. BROWN: I do not agree with your

approach to this. We have been thinking in this



Committee, because of the various briefs, there has been a report made to us that a person simply is given credits for past experience or time spent in a trade in relation to his apprenticeship term. If a person in this particular category takes an examination established by The Apprenticeship Act, or industry and he passes that examination, I do not know why he should not get certification.

DOCTOR CRISPO: If the apprentice can get this without apprenticeship, more power to him. Very few people are getting through without apprenticeship. I hate to see the door closed.

MR. MORIN: Does this not apply also to this situation? If a doctor comes here from Belgium, he has to pass an examination here. I think it is the same basis --- they have their training and they have their basic training and their certificates in other countries as do many of the cooks.

THE CHAIRMAN: I will agree with that.

MR. MORIN: So they come into the schools here and into the apprenticeship programme and take their exams that give them their qualifications at that level, and cooking is certified, and then his certificate. The professional person is definitely recognized, and I would feel the same thing applies.

THE CHAIRMAN: I am talking about training people in Ontario, and you have been talking of improving for immigrants. They are two different things.

MR. MORIN: The question as I understood

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training people in Ontario, and you have been talking of approving for immigrants. They are two different

MR. MORIN: The question as I understand



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4 it was these people taking examinations and qualifying,
5 and my comparison was that if they had the experience
6 and the qualifications, then whether they got it in
7 Canada, the United States or Europe, if they have the
8 necessary knowledge and can qualify, they are entitled
9 to have the status quo.

10 THE CHAIRMAN: I agree. Where they
11 have had training, this grandfather clause would give
12 five years. For these people that are in the business
13 in Ontario to be certified, qualified, they have that
14 opportunity of writing an examination as far as they
15 like or within a certain period or the Apprenticeship
16 Act comes in and you say that you are a young person
17 and must serve five years to get certified as a cook.
18 I am thinking if anyone could come in and write an
19 examination, it does not give any incentive for a young
20 person to serve five years in his trade if somebody can
21 step over him.

22 MR. GISBORN: Starting from scratch.

23 DOCTOR CRISPO: This is a hypothetical
24 case. We have somebody who is a cook and he gets some
25 other line of employment or general management, and
26 suddenly the restaurant collapses, but this fellow has
27 to go back and practice the trade and he was not careful
28 enough or astute enough in the five-year leeway to pick
29 up a certificate. Are we going to say to him, you have
30 to go and serve your apprenticeship? That would not be
sensible.

THE CHAIRMAN: He should go back and
go through a year.



it was these people taking examinations and qualifying, and my comparison was that if they had the experience and the qualifications, then whether they got it in Canada, the United States or Europe, if they have the necessary knowledge and an ability, they are entitled to have the status quo.

THE CHAIRMAN: I agree. Where they have had experience, this grandfather clause would give five years. For these people that are in the business in Ontario to be certified, I understand, they have that opportunity of waiting to be admitted as far as they like or within a certain period of the apprenticeship. And comes in and you say that you are a young person and you want five years to get certified as a cook. I am thinking if anyone could come in and write an examination, it does not give any incentive for a young person to be in five years in his trade if somebody can sit down and write.

THE CHAIRMAN: Starting from scratch, the child that is a hypothetical case, he gave somebody who is a cook and he gets some other kind of cooking, not on general management, and suddenly the restaurant collapses and the fellow has to go back and practice the trade and he can not control enough or retake enough in the 10 year license to pick up a certificate. Are we going to say to him, you have to go and serve your apprenticeship? That would not be

THE CHAIRMAN: He should go back and go through a year.



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4 DOCTOR CRISPO: I think it would be
5 up to the test. These people are confident that you can
6 devise a test that would weed out these people who are
7 not qualified, and I am confident if they are able to
8 do this that nobody is going to get through the web
9 unless they really have the skill and knowledge.

10 THE CHAIRMAN: I want to know who is
11 going to do the testing.

12 MR. WILSON: I think a grading system
13 would help. I have some of my own opinions on this
14 and from the terms of reference I thought you were
15 looking for ideas, something that could be kicked around
16 might be worth looking at. Basically there is lack of
17 industry support as far as training is concerned. One
18 of the reasons, it costs \$4,000.00 a year to train a
19 chef or cook properly. This is a figure which is stated
20 by a gentleman in New York.

21 THE CHAIRMAN: How would they figure
22 it?

23 MR. WILSON: That is at a definite,
24 say, a European style training. For an approach, take
25 this young fellow, he comes along with the master chef
26 or chef and he is given a very thorough training. In
27 other words, he is not a work-a-day trainee on the job.
28 Therefore, we are all training people on the job. This
29 is what we are doing now. The last qualification in
30 training men in this province means we are not qualified
as teachers and do not have equity for training methods
or standards. I feel that education can bring control

JOSEPH GILBERT. I think it would be

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unless they really have the skill and knowledge.

THE CHAIRMAN. I want to know who is

going to do the testing.

MR. WILSON. I think a standing committee

would help. I have done on my own organization this

and from the terms of reference I thought you were

looking for ideas, something that would be a better way

might be worth looking at. That is, there is a lack of

any way to get the best training in the country.

of the persons in the country, out of a year to train.

that on each property. This is a figure which is about

by a good figure in the country.

How would they figure

MR. WILSON. That is a question,

say, a question style training. For an approach, take

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is what we are doing now. The last qualification in

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as teachers and do not have enough for training methods

or standards. I feel that education can bring control



and quality to our industry if a comprehensive programme can be instigated. This also would build prestige and interest in this trade. At a time of depression that exists in the food service, we hate to look to the government for assistance. The culinary arts, over and above cooking, is a profession in itself. Now, as an educational programme, I have Chadsy High School in Detroit and vocational schools in the United States. When talking of vocational programmes, I am talking about the director of this school, originator. He has been there for twenty-six years. There are different methods that they have tried such as internship programmes. Internship, they tried it and there is not the areas for this training. It has to be one of the major operations. It has to be a major operation, industrial business operation, to offer the facilities to train on an internship basis. In Detroit they have tried it and it has not proven too well. So, it throws us back. We have to have education somewhere along the line to train people before, after, or in between. In suggesting furtherance of vocational programme, which we have started in Bracebridge, and I am thinking of other schools, and that a two-year schooling course equalling one year of apprenticeship, also apprenticeship programme two-year programme.--for the initiation of young people to the culinary arts, we have to make the contact to bring people into the business, the interest. We must maintain a freedom of choice for any person interested in acquiring training. Answer, vocation.

The second, this is so initial, to

and qualify to our industry is a comprehensive programme
can be instigated. This also would build prestige and
interest in this trade. At a time of depression that
exists in the food service, we have to look to the
Government for assistance. The culinary arts, even now
above cooking, is a profession in itself. Now, as an
educational programme, I have Chicago High School in
Detroit and vocational schools in the United States
when talking of vocational programmes, I am talking about
the Director of this school, administrator. He has been
there for twenty six years. There are fifty schools in
that they have tried such as industrial programmes.
Interestingly, they tried it and there is not the same
for this training. It has to be one of the major
operations. It has to be a major operation, industrial
business operation, so other the facilities to train
on an industrial basis. In Detroit they have tried it
and it has not proven too well. So, it is a work.
We have to have education somewhere along the line to
train people before, after, or in between. In developing
the knowledge of vocational programmes, which we have
started in Detroit, and I am thinking of some
schools and that a two-year schooling course equalling
one year of apprenticeship, also apprenticeship programme
two year programme for the initiation of young people
to the culinary arts, we have to make the contact to
bring people into the business, the interest. We must
maintain a freedom of choice for any person interested
in studying culinary arts. The second, this is so initial, to



bring young people into the trade to build prestige in the occupation.

Thirdly, I have an audit of the industry, those working in the baking service fields. So, we know we have some basic figures, but there is a lot to be had yet. These will give us the size and the standards that exist in these trades with the eventual certification linked with the school qualification system. We need a school programme to offer a system of upgrading. I am thinking of the greasy spoon. If we had a certification system linked with a schooling programme, then we would have a method of improving. As far as improving within the trade is concerned, it is just not functioning. We cannot all go to work at the Granite Club or Royal York. The Royal York has one hundred and twenty cooks and no apprentices. They will support apprenticeship programmes. We need far more than twenty-five apprentices on four-year basis. It is a comprehensive programme to get a man under the greasy spoon -- with an upgrading system, we can offer schooling with the grading system, they can improve themselves and certification should give some reasonable improvement in wage structure.

THE CHAIRMAN: We are not interested in wages. We are interested in cooks.

MR. WILSON: This should work.

MR. THOMPSON: Do you think there would be some problem in the rural parts of the province as to seasonal employment, and what would you have in mind that the apprentices should serve sixty months and



bring young people into the trade to build prestige in the occupation.

Thirdly, I have an audit of the

industry, those working in the banking service fields.

So, we know we have some basic figures, but there is a lot to be had yet. There will go up the rise and the

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Club on New York. The Local York has one hundred and

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of apprenticeship programmes. We need far more than twenty

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4 therefore he can only work with an employer in the area,
5 in the Muskoka area and other tourist areas, he could
6 only work part of the year. And then, he would have to
7 make up, over the years, a total of sixty months. Do
8 you think that is a problem or do you think that
9 apprentices, in the other times, cannot be transferred
10 to southern Ontario and carry on his apprenticeship?

11 MR. WILSON: Year-round employment is
12 the picture in this now as the young people are leaving
13 the culinary arts because of seasonal employment. We are
14 offering some training to these people where they can get
15 employment.

16 MR. BOYER: Do you think that the fact
17 that a man is along a certain way with it, apprentice-
18 ship would qualify him --- his services would seem
19 attractive to a city restaurant that could continue this
20 training. Is that practical?

21 MR. WILSON: You mean, in other words,
22 accumulate working on the job?

23 MR. BOYER: Would they want such a man
24 in a Toronto restaurant? And secondly, is it practical
25 to divide his training between different employers?

26 MR. WILSON: My thought was, have the
27 three months schooling programme linked with certifica-
28 tion. In other words, what is the good of having
29 certification if you have not got the training to
30 qualification? We can write their tests and qualify these
people. It still does not improve anything, and
education is the only way you can do it. They certainly
are not doing the job in industry.

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make up, over the year, a total of sixty months, no
more than that is a problem or do you think that

apprentices, in the other times, cannot be transferred
to Southern Ontario and carry on his apprenticeship?
MR. BILSON: I am not sure, but I think it
the future in this area as the young people are leaving
the country and because of seasonal employment. We are
offering some training to those people who are leaving
employment.

MR. BILSON: Do you mean that the
that a man is doing a certain work with a
ship would qualify for a certificate? Would you
certificate for a man who is doing a certain
work, is that correct?
You mean, in other words,

would be working on the job?
MR. BILSON: What they want is a

is a technical certificate? And secondary is it for final
to divide it training between the employer and
the school. MR. BILSON: Is that the

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of doing the job in industry.



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4 MR. BOYER: You are training people
5 on the job. It is not apprenticeship system. It is a
6 form of it. It is on the job training. You train people
7 on the job and go to school for three months and give
8 them the theory and quality training and basic school
9 training which they do not get in the industry.

10 MR. THOMPSON: I notice the same sort
11 of question, and I think it is a crucial question,
12 raised on your page 7 where you are suggesting: "Are
13 there sufficient restaurant and hotel operations in
14 Ontario with persons qualified to train young cooks?
15 Should the period of training be shortened by having
16 the apprentices spend more time in school and less on
17 the job?"

18 MR. WILSON: I think it is fine to
19 suggest one or two courses to set the executive with.
20 I understand we are going to establish other technical
21 schools similar to Ryerson, and I think it was at these
22 schools they have advanced training facilities, cooking
23 training facilities, and in these schools they could
24 offer three months for the upgrading and one or two
25 year courses for a chef training. It is a division in
26 short order cook, quite a few divisions in that --- the
27 chef executive, chefs, the chef manager. There is quite
28 an extensive qualification in there. This is where your
29 certification qualifications run into quite a number.

30 THE CHAIRMAN: Of course, your
certification would be on a basic cook and your upgrading
you would not need to certify that on the apprenticeship.
That is an outgrowth of journeyman. When you get your



on the job. It is not apprenticeship system. It is a term of job. It is on the job training. You train people on the job and go to school for three months and give them the theory and quality training and basic school training which they do not get in the industry.

THE CHAIRMAN: I notice the same sort of question, and I think it is a general question raised on your part. I think you are suggesting that there sufficient responsibility and responsibility in terms with persons qualified to train young people. Should the period of training be shortened by having the apprenticeship spend more time in school and less on the job?

MR. WILSON: I think it is that we suggest one of two courses is set this country with I understand we are going to establish other technical schools similar to Hyattsville, and I think it was at these schools they have advanced technology facilities, looking training facilities, and in these schools they could offer three months for the upgrading and one or two year courses for a job training. It is a division in their order book, quite a few divisions in that. The chief executive, mayor, the chief manager. There is quite an extensive participation in there. This is where you certification qualifications into giving a number.

THE CHAIRMAN: Of course, your certification would be on a basic book and your upgrading. You would not need to certify that on the apprenticeship. That is an outgrowth of your system, when you get your



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4 upgrades of cooking, that would be a journeyman who has
5 furthered his own skills. We would not be concerned
6 with that under apprenticeship training.

7 MR. WILSON: No.

8 MR. THOMPSON: I am slow in following
9 you. I am associated with the greasy spoon, but not with
10 any affection. I am all for upgrading. I am concerned
11 if your upgrading would be a university course. The
12 young fellow that takes the apprenticeship course, he
13 has to go out on the job, I can understand. As you
14 suggest, you are going to assess all the restaurants
15 across the province; and if I gather correctly one of
16 the purposes of this is to know the good restaurants
17 you could place apprentices in. If the fellow wants
18 to move up to journeyman status, that the educational
19 people would have some way to direct him to a good
20 restaurant where he could get this training.

21 THE CHAIRMAN: There are a few books
22 on that now "Good Eating Places".

23 MR. THOMPSON: We tighten up on this
24 all the way along the line, encourage all these young
25 people to take this training. I admit there is a great
26 vacuum. After taking this training, are they going to
27 go out to short order and be stuck there. You mentioned
28 the Granite Club had only one hundred people. When
29 people go out for their apprenticeship, they might end
30 up really with no incentive.

MR. BOUKYDIS: I am sorry. I can answer
that. For example, say the Department of Health with
twenty-one mental hospitals have a very serious problem.



degrees of cooking, that would be a journeyman who has
 furthered his own skills. He would not be concerned
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 to move up to journeyman status, that the educational
 people would have some way to direct him to a good
 restaurant where he could get this training.

THE CHAIRMAN: There are a few people

on what you "good eating places".

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5 It has been used as a man who cannot qualify in other
6 trades would take up the profession of cooking, and
7 your people of the Health Department are well aware of
8 shortness. It is not just restaurants. It is hospitals,
9 hotels. They can be placed, I am confident about this.
10 I know the extent of the Department of Health here.--
11 many hospitals require their own people training. I
12 do not think the greasy spoon is a ma and pa operation.
13 We have always had the ma and pa operation of any
14 description. Name it. The plumbing business is a case
15 in point. I hope I have answered your question. The
16 need is there.

17 MR. PRIOR: I would like to point this
18 out at this point, that perhaps during this session the
19 name greasy spoon could be deleted from the record
20 because I think we could find a better word for it ---
21 lower class, lower price restaurant if you like, what-
22 ever you feel. This is one of the problems in the
23 trade. This word has become a by-word. It comes up
24 and down all the time. If we get rid of it we can get
25 somewhere. If this is mentioned, it gets into people's
26 minds, and then places exist. If you hire a person and
27 start to train a person, he might have that in his mind.
28 I think it is about time we got away from the use of
29 the word.

30 THE CHAIRMAN: How are you going to
educate the people in Ontario to get away from the word?

MR. PRIOR: The education of people
towards eating is as essential as the training of the
cooks because I am personally of the opinion that this



It has been used as a man who cannot qualify in other trades would take up the profession of cooking, and your people of the health department are well aware of shortness. It is not just restaurants. It is hospitals, hotels. They can be placed, I am confident about this. I know the effort of the department of health here. Many hospitals require their own people training. I do not think the greasy spoon is a ma and pa operation. We have always had the ma and pa operation of any description. I am sure the greasy spoon is a very important. I hope I have answered your question. The need is there.

MR. PRIOR: I would like to go on this out at this point, that perhaps during this session the same greasy spoon could be deleted from the record because I think we could find a lot of room for it. lower class, lower price restaurant if you like, what over you feel. This is one of the problems in the time. This word has to be a byword. It comes up and down all the time. If we get rid of it we can get somewhere. If this is mentioned, it gets into people's minds, and then places exist. If you have a person and state to try in a person, he might have that in his mind. I think it is about time we got away from the use of the word.

THE CHAIRMAN: How are you going to educate the people in Chicago to get away from the word? MR. PRIOR: The education of people towards eating is as essential as the training of the workers because I am personally of the opinion that this



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4 so-called lower type of restaurant exists because people
5 want them, not because they should be there. This is
6 as far as they seem to get.

7 THE CHAIRMAN: I think that name attaches
8 itself to lots of places where they have a good cook.
9 When people get served with lipstick on a glass, that
10 is not the cook's fault. That is the fault of the
11 dishwasher. The minute that this happens, and often
12 in a good many restaurants, what do they call it right
13 away quick.

14 MR. THOMPSON: As the person who
15 initiated this word, I apologize greatly and I think it
16 should be deleted from the record.

17 THE CHAIRMAN: Gentlemen, I am afraid
18 we are going to have to adjourn if we are going to have
19 any lunch.

20 MISS MONTGOMERY: I would like to make
21 another observation. This is a personal one in one
22 sense. I have so many people telephoning the office,
23 writing us, and coming in, wanting to know where they
24 can go to learn to be a cook. It has become a real
25 problem and here we are in a province like Ontario, the
26 biggest province, with the most operations, with the
27 biggest tourist business, and we have to say there is
28 no place in Ontario for you to go. They want the cooking
29 at different levels.

30 I picked a few letters up from the files
this morning before I came. There is one from Kincardine,
one from Scarborough, one from Sault Ste. Marie,
Grimsby, Stoney Creek, St. George, Ontario, and so on.



so called lower type of restaurant exists because people want them, not because they should be there. This is as far as they seem to go.

THE CHAIRMAN: I think that some attention should be paid to the fact that they have a good cook. When people get served with lipstick on a glass, that is not the cook's fault. That is the fault of the waitress. The minute that this happens, and often in a good many restaurants, what do they call it right

MR. THOMPSON: As the person who initiated this work, I apologize greatly and I think it should be deleted from the record.

THE CHAIRMAN: Gentlemen, I am afraid we are going to have to adjourn if we are going to have

MR. MCCORMACK: I would like to make

another observation. There is a personal one in one sense. I have so many people telephoning the office, writing us, and coming in, wanting to know where they can go to learn to be a cook. It has become a real problem and here we are in a province like Ontario, the biggest province, with the most operations, with the biggest tourist business, and we have to say there is no place in Ontario for you to go. They want the cooking at different levels.

I picked a few letters up from the files this morning before I came. There is one from Scarborough, one from St. Catharines, one from St. George, Ontario, and so on.



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5 These are young people and they are all wanting to know
6 where they can go to get some form of training. We do
7 our best to tell them that the apprenticeship programme
8 is in the making and will be available before too long.
9 Mr. McNeill thought any applicants that came to us
10 should be referred to the office. Bill Davis contacted
11 us before and I told him we had hoped that the
12 apprenticeship courses would be available before now.
13 I said: "Mr. Davis, I would like you to make an
14 application if you will." I asked him if he had any
15 anticipation of any employment with a restaurant and I
16 said: "You go down to 80 York Street and put in your
17 application and tell them you would like some help in
18 being placed." He went down there and then he called me
19 back later and said they were just accepting applications
20 and would not give him any time when the programme might
21 be available and said they give no help in trying to
22 place apprentices. This is contrary to what I have been
23 told before and it may be that it was some person in
24 the office that had not been there too long and did not
25 know the full ramifications of what goes on. In our
26 brief, what we are most interested in is getting good
27 basic training. We want our apprenticeship course, but
28 we want to have other levels of training for cooks or
29 other restaurant employees made available. There is
30 such a need. You should be in our office for a week
and hear what requests we get from employers. This is
going on all the time. We do not operate a placement
bureau. We get all kinds of calls when people are
desperate. Somebody sends in a letter and is looking

These are young people and they are all wanting to know where they can go to get some form of training. We do our best to tell them that the apprenticeship programme is in the making and will be available before too long. We should think any applicants that come to us should be referred to the office. Bill Davis contacted us before and I told him we had hoped that the apprenticeship course would be available before now.

I said: "Mr. Davis, I would like you to make an application if you will." I asked him to be and any application of his employment with a restaurant and I said: "You go down to the bank street and put in your application and tell them you would like some help in being placed." He went down there and then he called me back later and said they were just accepting applications and would not give him any time when the programme might be available and said they give no help in trying to place applicants. This is contrary to what I have been told but he said it may be that it was some person at the office that had not seen there too long and did not know the full requirements of what goes on. In our field, what we are most interested in is getting good basic training. We want our apprenticeship course, but we want to have other levels of training for cooks or other restaurant employees made available. There is such a need. You should be in our office for a week and hear what requests we get from employers. This is going on all the time. We do not operate a placement bureau. We get all kinds of calls when people are desperate. Somebody sends in a letter and is looking



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4 for a good location as a cook and we send them to
5 employers whom we think would be interested, and are
6 usually placed. There is such a need for people with
7 training in all levels. We have all these young men
8 and women from seventeen to twenty years of age just
9 asking to get into the industry but they want some
10 training before they go into it, or assured of an
11 apprenticeship programme.

12 THE CHAIRMAN: I think we would agree.

13 MR. BOUKYDIS: In line with what Miss
14 Montgomery said, there is an appendix listing a number
15 of educational courses available in Canada for Ontario.
16 Some, I take it, have not even begun yet. I think we
17 would all agree there should be twenty-eight anyway
18 instead of seven. Apparently a start has been made.

19 MR. WILSON: Mr. Herman from Chadsy
20 Vocational School, Detroit, made a tour of Europe of
21 quite a number of training institutions. I have a copy
22 of the research study on teaching the culinary arts to
23 prospective food workers at home and abroad, and the
24 school in Montreal is included in it. Observations,
25 recommendations, conclusions from a European tour taken
26 while on leave from Detroit Board of Education. That is
27 the only account I have, but I can give it to you.

28 THE CHAIRMAN: Would you do that. Mr.
29 Boukydis, on behalf of the Committee I would like to
30 thank you and your group for coming here this morning
and presenting the brief and discussing, should I say,
our problems and your problems. I guess they are
mutual problems.

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for a good location as a cook and we send them to
employers whom we think would be interested, and are
usually placed. There is such a need for people with
training in all levels. We have all these young men
and women from seventeen to twenty years of age just
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THE CHAIRMAN: I think we would agree.
MR. ROBINSON: In line with what this
committee said, there is an appendix listing a number
of educational courses available in Canada for Ontario.
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would all agree there should be twenty-eight anyway.
Instead of seven. Apparently a start has been made.
MR. WILSON: Mr. Hanson from Canada
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quite a number of training institutions. I have a copy
of the research study on teaching the culinary arts to
progressive food workers at home and abroad, and the
school in Detroit is included in its observations.
Recommendations, conclusions from a European tour taken
while on leave from Detroit Board of Education. That is
the only account I have, but I can give it to you.
THE CHAIRMAN: Would you do that, Mr.

Robinson, on behalf of the Committee I would like to
thank you and your group for coming here this morning
and presenting the brief and discussing, should I say,
our problems and your problems. I guess they are
mutual problems.



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TORONTO, ONTARIO

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5 MR. BOUKYDIS: If we can be of any
6 assistance, we all work seven days and seven nights in
7 the restaurant business, so we are available.
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9 --- Luncheon Adjournment.
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MR. BUCKYBIS: If we can go of any
assistance, we all work seven days and seven nights in
the restaurant business, so we are available.

Continued on page 1312



SUBMISSION
OF
THE ONTARIO DIVISION
THE CANADIAN MANUFACTURERS' ASSOCIATION

APPEARANCES:

G. C. BERNARD	The Canadian Manufacturers' Association.
D. ALAN PAGE	The Goodyear Tire & Rubber Company of Canada Limited
W. R. GREEN	Ford Motor Company of Canada Limited
D. M. McCALLUM	Dominion Foundries & Steel Company Limited
F. K. RICHAN	Philips Electronics Industries Limited
H. L. SHEPHERD	Canadian Westinghouse Company Limited
W. L. ROWE	Canadian Coleman Limited
F. O. CLAYDEN	John Bertram & Sons Limited
J. A. FARR	The Steel Company of Canada Limited
D. S. KEEN	The Canadian Manufacturers' Association, Legal Department.

THE CHAIRMAN: Gentlemen, we have with us, this afternoon, a group from the Canadian Manufacturers' Association. Mr. Bernard, Manager of that Association, is going to read the brief. So, I would ask him if he would take the seat alongside of me.

Mr. Bernard, would you like to introduce the members of your group to the Committee?



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5 MR. BERNARD: On my right here is
6 Mr. Alan Page of Goodyear Tire and Rubber Company of
7 Canada Limited who is the Chairman of our Labour
8 Relations Department that developed the brief. Next
9 to him is F. K. Richan of Philips Electronics Industries
10 Limited. W. R. Green of Ford Motor Company of Canada
11 Limited. Mr. H. L. Shepherd of Canadian Westinghouse
12 Company Limited. Mr. J. A. Farr of The Steel Company
13 of Canada Limited. Mr. D. M. McCallum of Dominion
14 Foundries and Steel Company Limited. Mr. D. S. Keen of
15 our Legal Department. Mr. Keen, with your permission,
16 if I run out of gas he will finish the brief. Mr. F. O.
17 Clayden of John Bertram and Sons Limited. Mr. W. L.
18 Rowe of Canadian Coleman Limited.

19 THE CHAIRMAN: I understand we have
20 with us a Mr. Shepherd who has had experience, maybe
21 much more than some of us on this Committee. I thought
22 it might be of interest to the Select Committee to note
23 that Mr. Shepherd who will be one of our chief spokesmen,
24 has a very wide knowledge of the subject under review
25 today. For nearly a year, he was on loan to the Federal
26 Government in connection with the Department of the
27 Federal Provincial Training Agreements. In addition,
28 he was the Canadian Manufacturers' Association's
29 representative on a mission last spring to Europe to
30 investigate the vocational and training programmes in
a number of European countries and the United Kingdom,
followed by a similar investigation in the United States
and Canada. This mission was under the auspices of
Canadian Conference on Education. We are very happy



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4 to have Mr. Shepherd with us.

5 It is our custom to read the brief,
6 and we do not have any questioning period until you have
7 completed reading it.

8 MR. BERNARD: Manpower Training in
9 Ontario.

10 Gentlemen: The Ontario Division of
11 The Canadian Manufacturers' Association appreciates
12 this opportunity of submitting its views regarding the
13 Apprenticeship Act; the apprenticeship system; manpower
14 training in industry; and the roles of government,
15 industry and labour in the manpower training field as
16 these relate to the Province of Ontario.

17 The Canadian Manufacturers' Association
18 was founded 92 years ago in 1871. It is a non-profit,
19 non-political organization of manufacturers in every line
20 of manufacturing enterprise from the Atlantic to the
21 Pacific, who are joined together to consider and take
22 action on their common problems.

23 The Ontario Division of the Association,
24 on behalf of whose members these representations are
25 submitted, was formed in 1919. It includes in its
26 membership over 3,200 manufacturers, three-quarters of
27 whom employ less than 100 people.

28 It is important that the Ontario
29 Government ensures the proper balance of responsibility
30 in the field of manpower training between government,
industry and labour, and it can be assured of the full
co-operation of The Canadian Manufacturers' Association
to this end. We wish to emphasize that our recommenda-



tions are intended to present only the views of the manufacturing industry in Ontario.

The history of the manufacturing industry in Ontario has been one of change and more recently of diversification. Early manufacturing in the Province inevitably had its roots in the many raw materials to be had from farm, forest and mine, and to supplying the personal needs of the population. Advancing technology was gradually felt as old industries gave way to new. Two world wars, and in particular the almost unbelievable advances made since 1945 have served to spur expansion and diversification of a dynamic character.

The fact that Ontario today accounts for more than 90% of Canadian production of such items as motor vehicles and their components, heavy electrical machinery, machine tools and agricultural implements, to mention but a few of the many industries in the province, testifies alike to the evolving complexity of provincial industry and the ever-increasing importance of flexibility and adaptability in training skills.

The current interest of the Ontario Government in promoting new industrial development and the natural acceleration in the rate at which new technological processes are evolving emphasized industry's need now and even more so in the future, for well-trained and properly qualified personnel.

The manufacturing industry has been concerned that the skill and learning of a large segment of the working force of Ontario has not kept pace with the rapid technological advancement, and that as a



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4 result the industry is not maintaining a satisfactory
5 competitive position within Canada and in foreign trade.

6 We believe that industry and more
7 particularly the smaller industries located entirely
8 within the province which are dependent to a large extent
9 on the local market, need more assistance from the
10 Government in the area of training in the broad sense to
11 ensure that the office worker, the plant worker and the
12 supervisor are not without employment because of a lack
13 of skill and knowledge. At the same time, we would
14 assure the Committee that industry recognizes its own
15 responsibility and will in every way possible indicate
16 awareness of the extent of this responsibility.

17 We believe that the present Apprenticeship
18 Act and the administration of the Act while probably
19 adequate for the "designated" trades, has not kept pace
20 with the rapid advances made in industry, particularly
21 in the field of technology and the need for more skilled
22 workers, and that a new look should be given to this
23 legislation to provide for greater flexibility in its
24 application and administration. We shall deal with this
25 in greater detail later.

26 We have for some considerable time,
27 and prior to the establishment of the Select Committee,
28 examined the relationship of the Apprenticeship Act and
29 its administration as it has affected workers and industry.
30 We have also had under study for over a year, in close
co-operation with the Federal Department of Labour, the
need for training workers in Canada.

It is, therefore, with a broad



background of experience and review that we propose to examine and make recommendations in respect of the areas of general need for the Apprenticeship Act, its administration, achievements and potential; manpower training in industry; the training, re-training and upgrading of skills and the roles of government, industry and labour in these areas.

THE APPRENTICESHIP ACT, ITS ADMINISTRATION, ACHIEVEMENTS AND POTENTIAL

Background

Modern legislation respecting the training of apprentices in Ontario originated in 1928. It is noteworthy that the Apprenticeship Act of 1928, initiated by and applicable to the trades of the construction industry in Ontario, was a pioneering effort on the part of the Ontario Government -- the first of its kind in any of Canada's provinces.

In our observations, the distinction between the Apprenticeship Act and the Apprenticeship Branch of the Department of Labour should be kept in mind.

Although the beneficial effects of the Apprenticeship Act were severely curtailed by the depression years of the 1930's, the programme of training provided through this legislation has helped to raise the levels of skills and to increase the supply of skilled workers for the construction industry -- the need for which was most apparent during the past two decades.



Additional trades -- motor vehicle repair, barbering and hairdressing -- were "designated" as coming under the terms of the Act in 1936, and the trade of installing and servicing of air-conditioning or refrigeration equipment at a later date. In addition, the Apprenticeship Branch has extended its facilities by undertaking when application has been made, to register and issue certificates of qualification to persons who have completed apprentice training programmes carried out by industries, but which do not call for standardized approval, in a wide variety of recognized but non-designated trades. Although the number of such registrations has not been large (457 at March 31, 1961 as compared with 6949 in the designated trades at the same date), the Apprenticeship Branch has in this way extended its area of service to industry beyond the limits of the designated trades alone.

Adequacy of Present Act and Regulations

An examination of the Apprenticeship Act and the attendant regulations suggests that this legislation may provide a realistic approach to certain types of trade training by the apprenticeship method. Using the regulations pertaining to Motor Vehicle Repair as an example, provision has been made for analyzing and describing, for recognizing subdivisions or specialties within the trade, for related technical class instruction and trade tests, for a written agreement covering the period of apprenticeship, scales of wages, and other considerations generally thought to be



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4 important to the satisfactory administration of an
5 apprentice plan. Hence, there is reason to believe that
6 the Apprenticeship Branch could do much to improve and
7 extend the development of trade skills in many industries,
8 within the terms of existing legislation, without
9 necessarily expanding the schedule of "designated"
10 trades.

11 This being so for the "designated"
12 trades, a natural question arises at this point as to
13 why there has not been a wider acceptance of these
14 statutory provisions for standardization of training in
15 other skilled trades, particularly as they are related
16 to the manufacturing industries of the province. To
17 this question, there appear to be a variety of answers.

18 For the present time at least, it
19 must be recognized that the great bulk of the workers
20 in manufacturing are of the unskilled and semi-skilled
21 type, performing jobs requiring limited, specialized
22 skills and a lesser amount of technical knowledge than
23 the typical trade. Training-on-the job, job
24 progression and other devices have until recently proved
25 to be adequate training methods and are less costly
26 than the apprenticeship method. Because of their small
27 numbers, relative to the entire work force, the training
28 of skilled tradesmen tends to get less than its fair
29 share of attention in manufacturing. Indeed, where the
30 number of skilled men of a particular trade in a plant
may be no more than one or a few men, the facilities
for directing the training of an apprentice may be almost
non-existent and the cost of adding an apprentice to the



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4 payroll becomes substantial.

5 The approach to trades training in
6 manufacturing is further complicated by the diversity of
7 job requirements in different industries and plants.
8 Although they may bear the same designation, there are
9 often marked differences in, for example, the duties of
10 a plant maintenance tradesman compared with his counter-
11 part in the construction industry. To a very large extent,
12 the job knowledge and skills required of the tradesman
13 in manufacturing are dependent on the kind and complexity
14 of equipment that he is required to service, as well as
15 on the tools that are available for his use. These
16 variations are most evident in such plant maintenance
17 trades as millwright, pipefitter, electrician and
18 instrument mechanic. There are also variations as to
19 the amount of skill required in individual companies in
20 the lesser skilled levels of such trades broadly desig-
21 nated as machinist, fitter, sheet metal worker, moulder,
22 welder and cabinet maker. In these circumstances, a
23 worker who has been referred to as say a "machinist" in
24 one plant often lacks specialized skills required in
25 other plants.

26 It is also true that the industrial-
27 type unions that represent the employees in most
28 manufacturing plants have sometimes (althought not always)
29 looked on the special status of an indentured apprentice
30 as an unwarranted deviation from the general rights and
privileges established by the collective agreement.
Exemption of the apprentices from normal seniority rules
applying to a lay-off in order to maintain an uninter-

payroll becomes substantial.

The approach to career training in

administration is further complicated by the diversity of

job requirements in different industries and plants.

Although they may have the same organization, there are

often marked differences in the training of the workers of

a plant, especially between the different departments within a

plant in the construction industry. In a very large extent,

the job knowledge and skills acquired by the workers

in manufacturing are determined by the kind of equipment

in operation. It is not unusual to find workers who are

on the same line but who have different skills.

Furthermore, the most common type of training is

trades as well as in the construction industry, also in the

instrumental knowledge. There are also various types of

the worker of skills required in individual companies.

The worker is also required to have a certain level of

general knowledge, including general cultural, general

worker and general knowledge. In most cases, the worker

worker who has been trained to do a specific job is

one plant often has a specific skill in a particular

other plants.

It is also true that the worker

type of work that is required in the industry in most

manufacturing plants have similarities (this is not true for

looked on the general aspect of an industry of operations

as an unbroken continuation from the general aspect of

specialties established by the collective agreement.

Therefore, of the specialties from normal specialty rules

applying to a level in order to maintain an industry.



1 rupted training programme has often been unacceptable to
2 the union. For example, difficulties of administering
3 an apprentice programme in an organized shop have dis-
4 couraged many employers from amintaining or embarking on
5 an apprentice programme.

6 The Act and the Regulations call for each
7 designated trade to be supervised by joint employer-
8 employee advisory committees with wide powers. They
9 further provide for a considerable degree of control and
10 regulation of the employer and the apprentice from the
11 original indenture right through, in some cases, to the
12 prohibition of the employment of apprentices on comple-
13 tion of their courses, unless they meet certain rigid
14 requirements including licensing. This has, in the past,
15 been unacceptable to the manufacturing industry which
16 requires a considerable degree of flexibility in its
17 training programmes and there is little doubt that it will
18 remain so. The Apprenticeship Act in its present form
19 cannot, in our view, be successfully applied to the
20 trades associated with manufacturing.

21 Future Possibilities

22 Despite the aforesaid difficulties, there
23 are undoubted advantages to be gained by having more
24 uniform standards of trades qualifications in the manu-
25 facturing industry throughout the province or, if a
26 uniform standard is not practical, providing a better
27 means of identifying the level of skill and knowledge
28 attained by a particular tradesman. Evidence of known
29 standards of qualification would assist an employer or a
30 prospective employer, to assess the competence of each
tradesman; facilities for obtaining certificates of
qualification would encourage



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5 tradesmen to improve and up-date their skills and, in
6 the public interest, the workforce would become more
flexible and more mobile.

7 It seems unlikely, at the present
8 time, as we have indicated, that manufacturing industries
9 generally would look with favour on any proposal to add
10 the so-called factory trades to the present list of
11 designated trades to which the terms of the Act are ex-
12 tended by force of law. Nevertheless, it does appear
13 that the Apprenticeship Branch could do much to foster
14 the extension of apprenticeship and the development of
15 more uniform standards in the area of non-designated
16 trades. Specifically, these might take such forms as
the following:

17 1. Improvement and enlargement of the existing services
18 now being performed by the Apprenticeship Branch for
19 certifying the qualifications of apprentices in the
20 non-designated trades. To make these certificates
21 meaningful in terms of industry's needs, the following
broad activities would be required:

22 (a) Analysis of trade requirements, as well as the
23 basic shop and related technical training needs
24 for satisfactory performance of the job. In
25 some trades, this analysis will probably identify
26 a uniform aggregate of trade skill and technical
27 knowledge that should be acquired as the basic
28 qualifications for certification -- leaving to
29 the employer the responsibility for providing
30 specialized training, if required in his service.
In other trades, it would be necessary to



- identify more than one level of proficiency or area of specialization within the trade and to specify the training curriculum required for certification in each.
- (b) Development and application of discriminating trade tests to insure that the required standards have actually been attained prior to the issuing of a certificate of qualification.
- (c) Inspection and approval of apprenticeship plans conducted by private industry, for the purpose of issuing certificates of qualification upon graduation from such programmes.
2. Continued co-operation with the Department of Education, trade schools and other institutions of training and education, and with representatives of industry, to develop suitable facilities for related technical training. This Association looks with favour on the present arrangement whereby the Department of Education has general supervision of technical education throughout the Province and is responsible for providing teaching personnel and facilities. It is also inclined to believe that closer co-operation with the Apprenticeship Branch and interested industries might assist the Department of Education in the development of curricula to meet the needs of apprentices and other industrial trainees.
3. A substantial increase in promotional work intended to acquaint the industries of the province with the advantages of apprenticeship, the facilities of the Apprenticeship Branch and the extent of available



government assistance, financial and otherwise, in the conduct of apprenticeship programmes.

It is our belief that these proposals could do much to foster the training and up-grading of an important segment of the industrial workforce. It will provide an incentive and a better opportunity for the youth of the province and it will broaden the useful function and give greater scope to the Apprenticeship Branch.

MANPOWER TRAINING IN INDUSTRY

Manufacturing Industry's Requirements

An understanding of the requirements of the manufacturing industry in respect of manpower is necessary in order to appreciate the comments and recommendations which are made in this submission.

Industrial jobs, generally speaking, break down into many categories from the low-skilled to the skilled level in the plant, laboratory, office and in the field.

It is becoming increasingly difficult for industry to forecast with any amount of accuracy, its need for specific skills over a period of more than one year due to a variety of factors not the least of which is the rapidity of technological change. The training needs for manpower, however, can be forecast to some extent.

The most pressing need is for employees who, though lacking a specified skill, are capable of being re-trained or up-graded as the need arises or is foreseen. The worker lacking basic academic education becomes largely unemployable when his job



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4 ceases to exist in its present form due to technological
5 or market changes. Thus "basic training for skill
6 development" is the essential for all workers. This
7 means a good basic knowledge in, for example, elementary
8 mathematics, the ability to communicate clearly in
9 English, elementary science and, most important of all,
10 the ability to absorb further training.

11 Beyond the very general and essential
12 areas of basic training, the following broad areas of
13 training are required:

- 14 a) Short Term Occupational Training -
15 for a change in job or limited up-
16 grading -- usually for the unskilled
17 or semi-skilled worker conducted, in
18 the majority of cases, on-the-job.
- 19 b) Flexibility-Versatility Training --
20 This is again on-the-job but usually
21 in the semi-skilled area. The
22 employee is given the opportunity to
23 diversify his skill and thus become
24 more valuable with a corresponding
25 increase in job security.
- 26 c) Up-grading Training to Highly Skilled
27 Worker Level. This can be done,
28 depending on the circumstances, either
29 by institutional training followed by
30 job experience and refresher courses
or on-the-job training with classroom
education.
- d) Training for the technician in a



technical institute for approximately 3 years, following Grade XII or XIII graduation. Graduation from these institutes may, in some instances, be equated to the highly skilled tradesman with on-the-job experience.

- e) Supervisory Training. While much has been done in this area, many employers are more and more realizing the need for further up-dating of training in this very important field in order to cover new facets of supervisory skills.

Limited Requirements For Very Broad Training

The foregoing suggests that manufacturing industry will continue to require very broad training for personnel engaged in maintenance and certain other occupations, but that such occupations require few people in comparison to the total needs of industry.

We now turn to two relatively modern requirements which have a profound impact on company and governmental plans and programmes for training at all levels in the workforce in factories, offices and field:

1. Need for Continuing Training for Adults

Sparked by competition, technological development is taking place very rapidly and appears to be accelerating. This means that all people in the national workforce who hope to maintain their relative level of responsibility, security and compensation or



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4 to improve these, must continue to learn new things. New
5 materials and methods are evolving rapidly in established
6 occupations. Some occupations are disappearing and their
7 former incumbents are having to learn different
8 occupations. Thus the individual must look forward to
9 a demand for continuing study and training over and above
10 day-to-day work demands of his job. Even the journeyman
11 may no longer relax on the strength of his certificate
12 and expect continuing job security free from further
13 training.

14 2. Need for Pre-arranged, Systematic Training

15 Again, due to rate of change, the
16 total body of new information concerning materials,
17 equipment and methods is almost overwhelming. Job
18 experience in which new knowledge or skills are picked
19 up informally gives little hope of enabling people to
20 "keep up". Some people will combine voluntary night
21 school, home study and other methods with work experience
22 in order to maintain their relative occupational position;
23 but other people will gradually slip below required
24 performance levels necessary for meeting competitive
25 conditions.

26 To absorb the new knowledge and
27 develop the new skills at the required pace, most people
28 will need to be assisted by prearranged systematic
29 coverage of the new developments related to their field
30 of work.

Both developments; the need for
continuing adult training and the need for prearranged,

to improve these, must continue to learn new things. New materials and methods are evolving rapidly in established occupations. Some occupations are disappearing and other former instruments are having to learn different occupations. Thus the individual must not forward to a demand for continuing study and learning over and above day-to-day work demands of his job. Even the housewife may no longer relax on the strength of his confidence and expect continuing job security free from further training.

3. Need for Pre-arranged, Over-sight Training

Again, due to lack of change, the total body of new information concerning materials, equipment and methods is almost overwhelming. In experience in which new knowledge or skills are required, up information gives little hope of enabling people to "keep up". Good people will combine voluntary night school, home study and other methods with work experience in order to maintain their relative occupation position. But other people will gradually slip below minimum performance levels necessary for testing competitive

to absorb the new knowledge and develop the new skills at the required pace, most people will need to be assisted by prearranged systematic coverage of the new developments related to their field of work.

Both development, the need for continuing adult training and the need for prearranged,



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4 systematic training apply to all levels of work in the
5 world of modern industry. Fortunately, however, more
6 efficient training methods and systems can be developed
7 which hold out real hope for a progressive upgrading of
8 provincial and indeed national knowledge and skills,
9 provided company managements, educational leaders,
10 employee representatives and individuals understand and
11 undertake vigorously their fair share of the effort
12 required.

13 Trends in Organization of Work

14 Large numbers of occupations are
15 continuing to develop in which specialization is a notable
16 characteristic.

17 We think of specialization in two ways:
18 first there is specialization in single occupational
19 fields by level of complexity and skill in the occupation.
20 Thus in the general field of machining, we might say
21 that one level is that of machine operator, another level
22 that of the journeyman machinist, and another level
23 rapidly emerging below the professional design engineer-
24 ing level is that of the manufacturing engineering analyst.

25 Second, there is specialization by
26 occupational field. The machine operator is a specialist,
27 sometimes at quite modest level of complexity and skill.
28 So is the stores clerk, the assembly line operator and,
29 for that matter, the file-clerk-typist, or the clerk.

30 The varieties of specialized work
seem almost infinite when one considers both level of
complexity in single fields, and different occupational



fields in modern manufacturing.

This tendency can be seen even in the small plant. For instance, the local machine shop may appear to handle quite a variety of odd jobs but it may well tend to be specialized as to level. It simply cannot handle, either economically or from the standpoint of "know-how", the full range of modern machine technology present in Canadian industry.

Thus, at first glance it would appear that there must be as many training plans as there are specialized jobs, and that most training because of specialization, will have to be done on the job. Fortunately, modern occupational analysis is beginning to shed a glimmer of light on how to simplify this training problem.

Analysis of Occupations

Strides are beginning to be made in the analysis of occupations. Ontario, as illustrated earlier in the reference to motor mechanic apprenticeship, has devolved into the basic knowledge and skill requirement of certain trades. The federal government has likewise taken a hand in such matters; and companies, for several purposes, are analyzing occupations in considerable detail.

Common Occupational Requirements

Analysis and observation indicate that certain basic training in such matters as business and technical English and communication skill,

This tendency can be seen even in the small plant. For instance, the local machine shop may appear to handle quite a variety of odd jobs but it may well tend to be specialized as to level. It simply cannot handle, either economically or from the standpoint of "know-how", the full range of modern machine technology present in Canadian industry.

Thus, as time passes it would appear that there must be as many training plans as there are specialized jobs, and that most training because of specialization, will have to be done on the job. For this reason, modern occupational analysis is beginning to shed a glimmer of light on how to simplify this training problem.

Analysis of Occupations

Services are beginning to be made in the analysis of occupations. Ontario, as I have noted earlier in the reference to motor mechanic specialization, has divided into the basic knowledge and skill requirements of certain trades. The federal government has likewise taken a hand in such matters; and companies, for several purposes, are analyzing occupations in considerable detail.

General Occupational Requirements

Analysis and observation indicate that certain basic training in such matters as business and technical English and communication skills,



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5 mathematics and precision measurement is necessary at all
6 levels of a single occupational field, for example,
7 machine operator, journeyman machinist, and manufacturing
8 engineering analyst. Thus, given occupational analysis
9 and uniform minimum standards of attainment, suitable
10 trade tests and other examinations, an individual whose
11 qualifications are recognized as satisfactory for
12 machine operator is part way down the road to qualifying
13 for journeyman machinist or manufacturing engineering
14 analyst.

15 The Association believes that co-
16 operative studies by industrial leaders and government
17 agencies can determine common occupational basic training
18 requirements at various levels across a wide variety of
19 jobs in different occupational fields. It further
20 believes that certain other skills which might be tested
21 through standard trade tests might extend across a
22 larger variety of jobs than tradition might have us
23 believe. Perhaps industrial pipe-fitting, industrial
24 welding, and machine operation have at least as many
25 common "blocks" of basic training and basic skill re-
26 quirements as they have differences. It is also quite
27 likely that there will be somewhat similar basic and
28 general "blocks" of knowledge and skill such as English,
29 arithmetic and science cutting right across occupational
30 fields, as, for example, machining, clerical work and
order service.

Training Tailored to Requirements of Occupational Knowledge
and Skill



mathematics and precision measurement is necessary at all levels of a single occupational field, for example, machine operator, journeyman machinist, and manufacturing engineering analyst. Thus, given occupational analysis and uniform minimum standards of attainment, entrance tests and other examinations, an individual whose qualifications are recognized as satisfactory for machine operator is put down the road to qualifying for journeyman machinist or manufacturing engineering.

The Association believes that co-operatively studies by industrial leaders and government agencies can determine common occupational basic minimum requirements at various levels across a wide variety of jobs in different occupational fields. It is also believed that certain other skills which might be needed through standard trade tests might extend across a larger variety of jobs than education might have as believed. Perhaps industrial type fitting, industrial writing, and machine operation have at least as many common "blocks" of basic training and tests which no differences as they have differences. It is also quite likely that there will be somewhat similar basic or general "blocks" of knowledge and skill such as English, arithmetic and science cutting right across occupations; fields, as, for example, machining, clerical work and order service.



Should this be so, and should co-operative effort result in an increase in the number of individuals who qualify in the basic requirements over a period of years, then adding new knowledge for higher level attainment or for an occupational change might not be the insurmountable obstacle that individuals appear to be facing today.

If we combine the continuing adult education concept with the specialization concept, and then add the concept of training by "blocks" of common knowledge and skill plus added "blocks" for specialization, one sees some hope for reducing an apparently complex and chaotic training problem to an understandable structure subject to prearranged systematic attack. One also sees the need for thinking of training in terms of an occupational lifetime and not merely a 4000-hour or 8000-hour apprenticeship.

By identifying common "blocks" of basic training and common "blocks" of production, office and field skills at progressively higher levels we can, if we will, provide a theoretical structure that will permit an individual to take training in an orderly way, moving sideways as often as necessary in response to changes in work requirements at the same level and moving vertically as far as individual ambition, capacity and effort, and opportunities provided by industry -- government teamwork will permit.

This process has no terminal point. As long as occupations can be analyzed as to requirements in knowledge and skill, theoretically at least,



Should this be so, and should co-
 operative effort result in an increase in the number of
 individuals who qualify in the basic requirements over a
 period of years, then adding new knowledge for higher
 level assignment or for an occupational change might not
 be the insurmountable obstacle that individuals appear to
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 and chaotic training problem to a understandable
 structure subject to progressive systematic attack. One
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 an occupational lifetime and not merely a 4000-hour or
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 basic training and common "blocks" of specialization, which
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 if we will, provide a theoretical structure that will
 permit an individual to take training in an orderly way,
 moving always as often as necessary in response to
 changes in work requirements at the same level and
 moving vertically as far as individual ambition, capability,
 and effort, and opportunities provided by industry and
 government teamwork will permit.

"This process has no terminal point
 as long as occupations can be analyzed as to requirements
 in knowledge and skill, theoretically at least,



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4 individuals can keep up with the times by readily adding
5 new things to a firm foundation of things previously
6 learned.

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8 Putting Theory into Practice

9 a) Standards: The identifiable blocks of knowledge and
10 skill previously referred to can be defined in fairly
11 concrete terms. Thus uniform minimum standards can be
12 determined.

13 b) Tests & Examinations: If standards can be defined
14 then examinations and tests can be devised to discover
15 whether individuals can qualify as competent at the
16 standard level.

17 c) Recognition: Individuals who qualify can be provided
18 with certificates of competence which will benefit them,
19 the companies in which they work, and governments, in
20 determining their employability and the most likely
21 training paths for improved employability.

22 d) Action: This is the big stumbling block. Actually
23 getting the system working will require the best
24 understanding and dedicated effort individually and in
25 co-operation, by employees, their employers, governments
26 and unions.

27 Suggested Lines of Action

28 For Youth: The "Robarts Plan" for secondary education
29 is a comprehensive and workable attack on the matter of
30 providing common blocks of basic training at lower levels,
with provision for the addition of progressively higher

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Suggested lines of Action

For Youth: The "Roberts Plan" for secondary education is a comprehensive and workable attack on the matter of providing common blocks of basic training at lower levels with provision for the addition of progressively higher



blocks of training common to various occupational fields.

For Employed Adults: There is, as yet, no plan for employed adults which matches the "Robarts Plan". The night schools, university extension departments, private agencies and some remedial education plans in companies are all making some progress. Vigorous and continuing co-operative effort of industrial people, governments and employers are needed however, if employed adults are going to have opportunities to avoid being overtaken and displaced by youth, with costly wastage of as yet untapped potential in the adult workforce. Standards, opportunities to qualify and recognition of qualifications must be worked out. The Association recommends co-operative action and experimentation rather than legislation. The latter, at this stage at least, would likely be premature and might well inhibit experimentation along promising lines.

School Programmes for Employed Adults: In the larger centres, remedial education, additional basic training, and common occupational skills may be susceptible to efficient handling in schools rather than in companies. Industrial advisory committees meeting regularly may be able to assist educators to devise programmes for employed adults, tailored to both occupational needs and the overcoming of individual deficiencies.

It would then be necessary to make provision for teachers and teaching time and facilities at hours suitable for the employed. Hence schools may

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4 have to provide staff for youth training and another
5 staff for adult training, and operate on a two or three
6 shift basis.

7 Another approach is that of the
8 trade school used for those who have left the regular
9 school system, whether youth or adult -- employed or
10 unemployed. Again, flexibility in programming and round
11 the clock operation might be fully justified.

12 The school approach makes administra-
13 tion of standards, examination, testing and certification
14 an orderly process. In many Ontario centres, however,
15 the school approach might be economic folly. Where such
16 proves true, then companies will, as some are already
17 doing, have to be asked to explore the possibility of
18 pooling their resources to act in the place of schools.
19 They may be able to co-operate with the schools in basic
20 training, and to co-operate with one another in supple-
21 menting on-the-job training with additional off-the-job
22 instruction so that individuals can qualify as competent
23 in meeting various occupational standards. Where
24 companies add a burden of general training to their
25 normal business, it may prove essential for the govern-
26 ment to make educational funds available to assist in the
27 financing of such programmes.

28 Occupational Counselling: One other facet of the total
29 problem remains -- occupational counselling. The
30 Association is not prepared to do more than call attention
to the question in this brief.

It is obvious that variety of

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occupations and rate of change provide perplexing problems for the career-seeker. He needs occupational information and assistance in relating his qualifications to occupational opportunities in order to devise a wise individual training plan. This is not only true of youth: in today's fast-changing world of work, the Association believes it is even more urgent for employed adults. Given leadership and assistance in the problem of co-ordination, it is likely that industrial people, many of whom have a wealth of experience in this field, would be prepared to lend valuable assistance.

MR. KEEN: (Reads)

TRAINING, RE-TRAINING AND THE UPGRADING OF SKILLS

The continued and accelerating rate of change in technology as it affects all facets of industry has placed a requirement for re-training and up-grading never known before. The Association foresees a continuing need for the up-grading and changing of skills and in fact, survival of many industries and businesses may depend on their ability to be able to retrain not only plant workers but office workers, supervision and field staff. Although the broad and complex problem of re-training and up-grading has been given much study by industry, no one industry or association can complete an exhaustive study and it is here that government must play a major role.

There are many signs that industry has recognized its responsibilities for the up-grading and re-training of its employees. Many industries



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4 have substantial facilities as well as the "know-how" to
5 carry out re-training and they are successful in this
6 effort. However, others do not have the means to re-
7 train their own workforce. Although some large business
8 organizations may be in need of assistance, it is felt
9 that the smaller businesses in Ontario are in particular
10 need of government assistance in training courses and
11 materials, training methods and training concepts. We
12 recommend that through the government, industry and
13 commerce in Ontario be made aware of the advancement in
14 training in related and competitive businesses in other
15 provinces and in countries outside Canada. We recognize
16 the provincial government may have to explore this whole
17 area with other provinces and with the federal government,
18 but we also believe that nothing should be left undone
19 to ensure that industry in Ontario is not lagging because
20 of a lack of knowledge of what has been accomplished in
21 the broad field of training outside the province. We
22 recommend that an agency within the existing framework
23 of the Department of Education, respecting which we will
24 make more specific reference later, be established.
25 One of its more important functions would be to provide
26 an information service along the lines of the Industrial
27 Research Services of the Ontario Research Foundation.
28 The sole purpose of this agency to be directed to the
29 training needs of the province.

30 We recognize the service provided
in the area of training made by the Vocational Branch of
the Ontario Department of Education and also the service
of training for unemployed persons provided by the



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5 Government and the municipalities in co-operation with
6 the federal Department of Labour and the National
7 Employment Service. We feel, however, that additional
8 efforts are needed and that there should be more activity
9 by these and other agencies, so that not only would the
10 unemployed have greater motivation to become better
11 trained, but that the service provided would be on a
12 broader basis.

13 Many companies have made considerable
14 efforts to impress upon their employees the need for
15 continued training, but we recognize there is still much
16 to be done. We recommend that greater efforts be made
17 by the appropriate government agencies to motivate not
18 only the pre-employment group but also to ensure that
19 all employable citizens of Ontario are aware of the vital
20 and important need for continued training. The govern-
21 ment can be assured that the manufacturing industry will
22 lend its full support.

23 THE ROLES OF GOVERNMENT, INDUSTRY AND LABOUR IN MANPOWER
24 TRAINING.

25 The Select Committee's terms of
26 reference cover all aspects of training, but it is
27 probably very concerned with the development of plans
28 and programmes directed towards preparing the youth of
29 Ontario for entry into the workforce.

30 Industry in Ontario through tradition-
al methods and because, to progress, it has had to
demonstrate initiative and inventiveness, has succeeded
in acquiring a sufficiently-trained workforce for its



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6 past needs. Some of the reasons for this have been
7 referred to in this memorandum.

8 Immigration; on-the-job and in-plant training; up-
9 grading; technical institutes; technical and vocational
10 schools; trade schools; the Apprenticeship Act and the
11 flow of intelligent young Canadians from our secondary
12 school system have all combined so far to produce the
13 necessary manpower to staff industry, commerce and the
14 professions.

15 Much of the government's concern
16 must be that 60,000 young people will enter the Ontario
17 workforce during the coming year and that this will be
18 increasingly repeated in the years ahead. Its further
19 concern is, we suggest, the extent to which it is meeting
20 or should meet its obligations in preparing this body
21 of young citizens to earn a living in a technological
22 age and to investigate the steps which should be taken
23 to meet this objective.

24 What we suggest industry is
25 particularly interested in and which requires government
26 participation at all levels, is the development of the
27 youth and employable people of this province to the stage
28 where they are sufficiently educated to be able to grasp,
29 absorb and progress in those vocations to which their
30 talents lend themselves. Paralleling this, must be a
considerable degree of pre-employment, between-employment
and during-employment technical or vocational training
which will enable them to continue without difficulty
to acquire the skills and techniques which modern



... on the job and in-plant training; up
... technical institutes; technical and vocational
... schools; trade schools; the apprenticeship system and the
... list of intelligent young Canadians from our secondary
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... necessary measures to such industry, commerce and the

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... or avoid meet its obligation in training this body
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... to meet this obligation.

... and we suggest the way to
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... youth and especially the progress of this program to the stage
... where they are fully and fully prepared to be able to grasp
... absorb and progress in those conditions so when their
... elements lead themselves. Encouraging this, must be a
... considerable degree of government involvement, between-education
... and having especially relevant or educational training
... which will enable them to continue without difficulty
... to acquire the skills and techniques which modern



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4 industry demands and which will become more complex as
5 technology advances.

6 Under our existing system, the youth
7 of the province now progress through the various stages
8 of education until either before or upon secondary
9 school graduation they are ready to enter upon the
10 business of either earning a living, proceeding to higher
11 learning or entering some form of pre-employment
12 training.

13 With regard to the first of these
14 phases there is little that we can suggest beyond the
15 provision of wise counselling. If despite such counsell-
16 ing, a boy or girl is determined to quit school and seek
17 a job, then he or she either finds such a job which too
18 often is one that leads nowhere, or later decides that he
19 or she must acquire further education and training.
20 There will always be "hewers of wood and drawers of water".

21 Higher Education

22 With the second phase, that is, of
23 the progression to higher education, we are not prepared
24 to deal in this memorandum. The whole question of
25 university education is a complex and complicated one.
26 There are almost as many intelligent opinions on the
27 matter as there are students crowding our universities.
28 For the purposes of this submission, it is our suggestion
29 that this be considered a separate subject to be left
30 to educators and experienced administrators. We do know,
however, that there are not nearly sufficient numbers
of young people who could without difficulty absorb a



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4 university education taking advantage of the opportunities
5 which exist, or should exist. Basic counselling here
6 again is of paramount importance as well as, of course,
7 the provision of adequate facilities and teaching staffs.
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9 Training for Employment

10 It is in respect of the third phase,
11 that of training for employment and individual progress,
12 that we feel governments at all levels can make a
13 valuable contribution. The high school; the vocational
14 and technical schools; the trade school; the technical
15 institute; apprenticeship and some aspects of in-plant
16 training; all lie within the sphere of governmental
17 interest, support and action. All these agencies must
18 be utilized.

19 The Secondary School System

20 With the secondary school system in
21 general and with high schools in particular, and their
22 results, we have little or no fault to find and do not
23 expect to as long as those who guide its destiny keep
24 up-to-date, are receptive of new ideas and accept the
25 challenge of changing standards and are not afraid to
26 apply them.

27 It is, however, the Association's
28 view that steps should be taken to accelerate the
29 educational process. Youth to-day is capable of absorb-
30 ing education at an earlier age and with greater rapidity
than is perhaps realized. The high school graduate
either enters directly into gainful employment with its



opportunities for acquiring skills suited to that level of scholastic attainment, goes on to university or enters the pre-employment training area.

Technical and Vocational Education

The technical school graduate does the same except that rarely does he go on to university. Nevertheless, he is a valuable asset. At this point, we should emphasize that, in our view, the concept underlying the establishment of vocational and technical schools should remain unaltered. That is, that essentially they are an integral part of the general secondary school system, differentiated only by a greater emphasis on vocational and technical subjects. Their main purpose, however, must continue to be to provide a sound academic education.

While, in our view, they should not become "trade" schools, there is every reason to suggest that their technical and vocational courses be sharpened, accelerated and developed to the stage where their graduates achieve a sufficient degree of basic training. This would enable industry to apply the finishing touches in its own specialized fields by in-plant training and thus shorten the time between leaving school and reaching what might be called for want of a better term, skilled status.

We strongly recommend that steps be taken now to examine the curricula, teaching methods and equipment in vocational and technical schools to achieve this important and significant stage in the



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4 education of their students. This will call for a
5 considerable degree of co-operation between industry and
6 the shcools.

7 To achieve this may require a wider
8 development of the responsibilities of the Advisory
9 Vocational Committees of Boards of Education on which
10 are now represented industry, labour and trustees.
11 This further development may require that such Advisory
12 Vocational Committees correlate their efforts under the
13 direction and guidance of a Provincial Vocational
14 Advisory Council with similar representation to which
15 would be added representatives of the appropriate
16 departments of the provincial government under the chair-
17 manship of, say, a specially appointed Deputy Minister
18 or Director of Vocational Education. To be fully
19 effective, such a Council should be of a full-time nature
20 with its own secretariat and provided with adequate funds.
21 From it and to it would flow from industry, labour,
22 government agencies and educators, information and data
23 which would enable it to assess situations as they arise
24 and apply policies which would keep educational
25 institutions and industry alive to their responsibilities
26 and in line with the times.

27 Trade Schools

28 Another stream in the pre-employment
29 field is that of trade schools. Trade Schools, as we
30 understand them, give instruction in some specific
occupation or trade without necessarily insisting on a
particular degree of scholastic attainment. The courses



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4 offered, ranging as they do from simple occupations to
5 some requiring a considerable degree of skill, produce
6 their own academic requirements suited to the occupation
7 or subject taught.

8 Trade schools are either privately
9 operated or are under government sponsorship. In the
10 former category, there are a number of excellent ones and
11 possibly some in which the courses offered do not
12 represent an adequate return on the fees charged. The
13 licensing of trade schools is the responsibility of the
14 Department of Labour and they should remain either under
15 its careful scrutiny or that of the Department of
16 Education.

17 Government participation at the
18 present time is confined to the Provincial Institute of
19 Trades, The Provincial Institute of Trades and Occupations,
20 and the Provincial Institute of Automotive and Allied
21 Trades which perform a valuable function. The first two
22 provide trade and classroom instruction in a variety of
23 trades and occupations for boys and young adults, most
24 of whom have not the desire or perhaps the capacity to
25 complete secondary education but who have what is
26 required to master the less complicated skills and who
27 graduate, so to speak, with considerable knowledge of
28 these skills which enables them to apply them almost
29 immediately in their subsequent employment.

30 The Provincial Institute of Trades
also performs a useful service in the provision of
related subject training to apprentices in the "designated"
trades covered by the Apprenticeship Act. Its evening



of the subject matter is that it is a study of the ideas to
which we are accustomed, and which we have taken to be
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of the subject matter.

There is a great deal of material in the

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4 classes provide excellent instruction in a variety of
5 occupations to those anxious to expand their knowledge.

6 The Institutes, in our view, are
7 giving worthwhile service to their students and to
8 employers and their work should continue to be supported
9 and developed by the provincial government. Greater
10 effort might, it is believed, be made to bring these
11 Institutes to the attention of employers and prospective
12 students who are interested in the acquisition of skills
13 in the less sophisticated trades by means of end courses.

14 The Association is pleased to note that
15 other Institutes are contemplated for London, Ottawa
16 and Sault Ste. Marie.

17 Technical Institutes

18 These provincial institutions which
19 lie between the high or technical school and the univer-
20 sity are also doing excellent work. As a group of
21 provincially sponsored and operated schools unhampered
22 by the restrictions and regulations which, over the years,
23 have come to govern and control the secondary school
24 system, they have, because their curricula and teaching
25 methods have been devised and developed by their own
26 faculties in consultation with industry, kept abreast
27 of industrial requirements.

28 The result has been that, particularly
29 in the older established institutes there has been a
30 continuing and rising demand for their graduates. Their
three-year courses which in some cases include the
teaching of Grade XIII, have produced well-educated,



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4 well-trained young people ready to enter industry at
5 the technician level. A diploma-holding graduate of
6 these institutes has little or no difficulty finding
7 employment in the trade or calling of his choice and the
8 fact that he has taken three years out of what could be
9 his working life to fit himself for better things, puts
10 him in the category of the highly-desired employee.

11 Recognition of the excellent work of
12 the Technical Institutes leads us to suggest that
13 consideration should be given to setting provincial, if
14 not national, standards for courses. The Ordinary and
15 Higher National Certificate system used in Great Britain
16 is widely recognized in many parts of the world, and
17 might well be considered as a pattern for establishing
18 standards in comparable courses in Ontario. A single
19 system of recognized standards for courses common to all
20 technical institutes would, we suggest, be of value to
21 the institutes, their graduates, and to industry.

22 We suggest also that the working adult
23 who has the required degree of education be given the
24 opportunity of achieving the same level and standards of
25 educational and technical competence through technical
26 institute courses as do those who attend the regular day
27 courses.

28 If young working men were motivated
29 to improve their educational and technical knowledge on
30 a part time or night school basis in these institutes,
a substantial addition to the technically trained work-
force would result.

No effort on the part of the



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4 provincial government is more productive of results in
5 the field of manpower training than is its liberal
6 approach to these institutions of learning and training.
7 They should continue to expand, assisted by advisory
8 committees representative of industry which brings
9 directly to them their thinking and experience.

10
11 Apprenticeship

12 The meaning of the term "apprenticeship"
13 has become increasingly confused over the years. Its
14 original and classic definition meant a formalized system
15 of on-the-job or in-plant training and related subject
16 instruction extending over a period of several years,
17 undertaken by youths who had acquired a prescribed degree
18 of scholastic attainment. They were usually in the
19 16-18 year bracket. They were bound by an agreement of
20 indenture and because such apprenticeship was considered
21 a step in their education, at wage rates considerably
22 lower than those of journeymen.

23 This system has continued in effect,
24 as we have stated, chiefly in the construction trades
25 under the Apprenticeship Act. We suspect, however,
26 that some departure in the functioning of such formalized
27 apprenticeship has occurred over the past several years.
28 For example, does it, when modern techniques are being
29 increasingly employed, still require 8000 hours of
30 formalized training to learn to be a bricklayer or
plasterer?

As previously indicated, a number of
our larger industries give formalized training to young



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4 men in courses conducted by themselves in basic trades
5 and in conjunction with the facilities of nearby technical
6 schools. This is apprenticeship, thought it lies out-
7 side the application of the Apprenticeship Act.

8 Other industries give in-plant train-
9 ing in a variety of occupations to their employees on a
10 less formalized basis or even with no formal designation
11 of the training they are giving. This also is a form of
12 apprenticeship but whether or not it should be so called
13 is open to question. "Learnership" might be a more
appropriate term.

14 It is in these areas that the
15 Apprenticeship Branch of the Department of Labour can
16 perform a useful service. We commend to the Select
17 Committee for its consideration, the observations and
18 recommendations made under that section of this memorandum
dealing with the Apprenticeship Act.

19 In view of the comments we have made
20 in respect of the term "apprenticeship" the Select
21 Committee might find it useful to define this and other
22 terms used as a basis for its further study of the ques-
23 tion of manpower training.

24 As a suggested rough guide:

25 (a) Apprenticeship -- formalized or semi-formalized
26 training performed by persons on-the-job and in-plant,
27 with related school instruction in trades which have
28 general application and equal usefulness in a variety of
29 occupations and employment. This may be carried out
30 under the provisions of the Apprenticeship Act, the
Apprenticeship Branch or on the initiative of the employer;



applicable to young men and women who have reached Grade X or better and who enter either immediately or shortly after leaving school into an apprenticeship programme.

(b) Learnership -- A term applied to in-plant or on-the-job training outside formal apprenticeship which embraces the training of workers to perform the more simple tasks or acquire the less difficult techniques.

Labour

There are many problems in the re-training of a workforce, and among them are the restrictions imposed by collective labour agreements. It must surely be recognized that aptitude and the ability to learn must play an increasingly important part as to what individual should be trained and what kind of training should be provided. Unions should be persuaded that the need for flexibility and that the selection of candidates for training, re-training and up-grading must not be restricted by outmoded terms of collective agreements. The success or failure of many training programmes will depend on the recognition by unions of their responsibilities here.

Organized labour's defensive attitude is not, in our view, conducive to the development of broad programmes designed to fit young people for life's work.

Pre-employment training is part of the education of our youth. It is not a "labour" matter. There is no place in it, in our view, for statutory

applicable to young men and women who have completed
Grade 7 or higher and who enter either immediately or
shortly after leaving school into an apprenticeship.

(b) Apprenticeship. A term applied to the plan of training
for training certain manual apprenticeship work in preparation
the training of workers to perform the more simple tasks
or acquire the less difficult technical skills.

Apprenticeship

It is the policy of the Government to encourage
training of a workforce and among them are the necessity
to be imposed by collective bargaining agreements. It has
usually be recognized that workers and the ability to
learn and they are in a position to learn as to what
individual should be trained and that kind of training
should be provided. It is recognized that the
need for that kind of training is a function of the number of
the training of workers and the training of workers
is a function of the number of workers and the training of workers
The success or failure of any training program will
depend on the recognition of workers of the responsibility
this has.

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Apprenticeship training is part of

the education of the youth. It is not a "vocational" matter.
There is no place for it, in our view, in the secondary



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5 regulations or rules designed to ensure that union
6 membership is a prerequisite of employment, seniority
7 provisions are adhered to or that the proportion of those
8 learning trades and skills in relation to those already
9 employed must not exceed set arbitrary limits.

10 Labour, like management, should and
11 must have equal representation on any advisory body which
12 the government may appoint to implement programmes of
13 manpower training.

14 Conclusion

15 In this submission, the Association
16 has endeavoured to assess the past and present situation
17 in regard to manpower training as it affects the
18 manufacturing industry and has offered some suggestions
19 for the future.

20 We hope we have been able to establish
21 that ---

22 (a) In the critically important task of diversify-
23 ing and up-grading the knowledge and skills of the
24 provincial workforce, industry can be relied upon to
25 initiate progress as it has in the past. There are,
26 however, two notable trends to be encouraged and
27 developed. First, industry is making increasing use of
28 government and other outside agencies to assist in those
29 aspects of training which are broad and general. Second,
30 government agencies are more and more seeking out the
advice and opinion of industry on their training needs.
This growing integration of effort, with each party
doing what it can do best, must be continued and perhaps



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4 formalized. Only by doing so can employed adults be
5 kept up-to-date and youth be better prepared for the
6 occupational requirements of the future.

7 (b) The Apprenticeship Branch of the Department
8 of Labour has the potential for performing a more useful
9 service to industry and to smaller industry in
10 particular, as outlined in that section of this sub-
11 mission dealing with the Apprenticeship Act. This can,
12 we believe, be achieved by the Apprenticeship Branch
13 outside the provisions of the Apprenticeship Act which,
14 in our view, lacks the flexibility required for industrial
15 apprenticeship.

16 (c) Technical and Vocational schools while re-
17 taining to the full their function as an integral part
18 of the secondary school education system, should sharpen
19 and modernize their technical and vocational courses in
20 order to bring their graduates closer to the point of
21 immediate employment in commerce and industry either
22 without the necessity for further training or with the
23 aptitude and skill to absorb what degree of further
24 on-the-job or in-plant training is required. In other
25 words, to implement what we believe is the objective
26 of the three streams of the "Robarts Plan".

27 (d) Guidance counselling on a more professional
28 level is a "must" in all areas of secondary school
29 education as well as at the adult level. At the present
30 time such guidance counselling runs all the way from
excellent to non-existent. Included in such counselling
should be the important matter of motivation.

(e) Training for employment and individual



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4 progress embraces the whole field of adult education
5 and training, high school and vocational and technical
6 school studies and accomplishments and those of trade
7 schools and technical institutes. While our attention
8 has been largely directed at youth, greater attention
9 should be given to adult training. Here lies the area
10 in which the government can make a still greater
11 contribution to manpower training.

12 (f) There is a need for a massive and continuing
13 programme of public education to ensure that parents,
14 their children, employers and labour are made fully
15 aware that in education lies the key to national pros-
16 perity and economic growth and how, when and where such
17 education can be obtained. This Association is frequently
18 asked by parents or student where some particular type
19 of technical training is obtainable. Surely this should
20 be a matter of public knowledge.

21 (g) There is need for a full-time Provincial
22 Vocational Advisory Council with tri-partite representa-
23 tion, charged with the responsibility of developing and,
24 where appropriate, administering training programmes in
25 the adult and institutional fields. Such a body should
26 employ and correlate all the knowledge, experience and
27 facilities of existing agencies -- government, education,
28 industry and labour in order to develop training
29 programmes in both the public and private sectors,
30 designed to meet the demands of an expanding economy
and a burgeoning population.

The whole question of manpower
training, particularly for the immediate future, is one



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4 in which The Canadian Manufacturers' Association is
5 vitally interested.

6 The Select Committee may rest assured
7 that the Ontario Division of the Association will welcome
8 any request for further information or for clarification
9 of what has been said. Please be assured of its desire
10 to co-operate.

11 THE CHAIRMAN: Are you ready, Mr.
12 Thompson?

13 MR. THOMPSON: I would like to say
14 it is an informative brief. I certainly learned a great
15 deal by listening to it. The first recommendation that
16 you had, I think it is on page 18 and into page 19. I
17 think implied in this is that:

18 "Government agencies are more and more
19 seeking out the advice and opinion of
20 industry on their training needs."

21 I would feel that one of the problems of any training
22 programme, right down to the school level is, what are
23 the needs, what are we training these people for, what
24 are the job forecasts, what jobs are available right now.
25 The evaluation of those, I think you have covered to
26 a large extent, in your recommendation. Number one, you
27 have suggested perhaps this should be formalized more.
28 My understanding was the National Employment Service was
29 to some extent, for the purpose of enabling us to know
30 what jobs there are across the province, future need
for jobs. When I look at the manpower reports in the
United States, many employers do not use the National
Employment Service and we find also the same here.



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5 My question is, is the National Employment the service
6 by which we know what jobs exist and industry keeps in
7 touch with. Could we smarten this up in some way or
8 what other way --- shall we formalize the present means
9 or also future forecasts?

10 MR. SHEPHERD: I might say at the
11 outset this preamble, that was used concerning myself,
12 really should not be construed that I am the person who
13 can come up with fast answers, Mr. Thompson. I was
14 talking briefly with Doctor Crispo before the meeting.
15 We are equally confused on this subject. The matter of
16 forecasting is a difficult job for industry. We are
17 trying to get into it more and more ourselves, right
18 within our own house. We find it very difficult to
19 predict that we will need X-number of skilled machinists
20 next year. We know we will need some skilled machinists
21 next year, more than we have right now. I think
22 National Employment Service are as well aware as we are
23 to be able to predict we will need so many machinists,
24 so many test technicians, so many operators on the
25 appliance assembly line. We have just gotten finished
26 with the foundry business. We know we are not going to
27 need any foundry men. If there was not forecasting of
28 specific occupations, we are going to have continuing
29 difficulty. As you suggest, the National Employment
30 Service can provide a service; and I have so said the
National Employment Service or in combination with the
Dominion Bureau of Statistics, if they could make
information, flowing into them, available more quickly
on a current basis, perhaps on a regional basis.



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4 I think that this is a field in which they are trying
5 to make a contribution and in which their contribution
6 can be improved.

7 MR. THOMPSON: Would you consider it
8 a helpful way to improve their knowledge of what the
9 existing needs are today if we have, as in some other
10 countries, a compulsion on the part of industry to
11 inform a central body of what men they take on and
12 employment needs?

13 MR. SHEPHERD: Well, compulsion is
14 kind of a naughty word in this day and age. I think
15 industry should be encouraged, in any way possible, to
16 report more faithfully than they do of their needs. I
17 have wondered if it would not be possible for, let us
18 say, the National Employment Service or some such
19 agency --- perhaps even a Provincial agency --- to
20 compile a forecast on an industrial basis, if they put
21 their minds to it, and come up with a more meaningful
22 basis simply in terms of their own company.

23 MR. HARRIS: Is this the way they did
24 it in North Carolina?

25 DOCTOR CRISPO: I think this was
26 based on actual field service.

27 MR. HARRIS: The government went out?

28 DOCTOR CRISPO: Yes, the State
29 government.

30 DOCTOR CRISPO: Right now, are you not
required to file statements showing hirings and separ-
ations twice a year or quarterly? I often wonder my-
self if this data is of much use even quarterly, showing



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4 what your vacancies are. You are already compelled to
5 do something. The thing you are compelled to do now is
6 not the most useful thing, and perhaps the present
7 method could be changed to make it more effective and
8 relieve you of present obligations.

9 MR. SHEPHERD: I cannot come up with
10 a fast answer here. Perhaps other members of the
11 Committee would like to express themselves on this
12 matter. I believe that companies individually are
13 concerned about forecasting. I handed you a brief a
14 week or ten days ago of some shunning the desirability
15 of forecasting. It seems to me that everybody is ripe
16 for further work analysis, but none of us really feel
17 we know the answer. Perhaps the heartiest recommenda-
18 tion is this versatile agreement for applied research
19 study. I think it is entirely likely that industry
20 would enthusiastically help with this if the province
21 would get on-board and the federal department would get
22 on-board.

23 MR. THOMPSON: In many of the briefs
24 that we have had, it seems to me a key organization is
25 the National Employment Service. Yet, I have been also
26 interested in the opinions we have and the reports that
27 have taken place in the States and here, that industry is
28 not built for technical men --- they feel they can get
29 them through other sources than National Employment
30 Service.

31 I wonder if we should encourage the
32 National Employment Service to build them up. What is
33 the deficiency in the National Employment Service?



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5 MR. BERNARD: If we look back, we
6 did have compulsory service to register vacancies with
7 National Employment Service. With respect to the
8 effectiveness of National Employment Service, I believe
9 there is no breakdown in that respect. There was no
10 particular objection to the requirement that vacancies
11 be registered. Many people found they were much more
12 effective in doing their own recording than recording
13 for National Employment Service. I think we would have
14 no objection to the compulsory requirement of register-
15 ing vacancies. We feel it was not particularly useful
16 to us. If they were to be used as a fact gathering
17 agency, I think industry would be happy to co-operate.

18 DOCTOR CRISPO: I do not think to
19 compile is just a matter of gathering the information.

20 MR. THOMPSON: I want to make a
21 remark respecting the attitude that they feel they can do
22 a much more effective job.

23 MR. SHEPHERD: I have said to the
24 people at Ottawa, from my layman's point of view,
25 National Employment Service is the weeping boy to beat
26 over the head for better service in this area. This is
27 only because of some ignorance on my part. There is a
28 Dominion Bureau of Statistics, and there is the Federal
29 Department of Labour. I should not say what the Federal
30 Government agency ought to be. I only say there is an
agency and National Employment Service is the one that
leaps to the public eye. I suggest to you that they
were not primarily set up for business to be a forecast-
ing agency. They were set up to be a placement agency.



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5 It may not be fair to talk as we are talking. There is
6 a central job that can be done here. You can take the
7 mechanics and Research Branch of the Department of
8 Labour --- why do they not get into the act. They have,
9 of course, been in this field, looking at the very
10 broad phase, and done a capable job. I think it might
11 be a double play where we could look to the Federal
12 Departments grouped together and state or willingness
13 as a province and as industries, and the companies to
14 co-operate in something that needs improving. I am not
15 prepared to say that it ought to be National Employment
16 Service.

17 MR. THOMPSON: Thank you very much.

18 MR. BRUNELLE: At page 18, towards
19 the bottom of the page.

20 " There is no place in it, in our view,
21 for statutory regulations or rules
22 designed to ensure that union member-
23 ship is a prerequisite of employment,
24 seniority provisions are adhered to or
25 that the proportion of those learning
26 trades and skills in relation to those
27 already employed must not exceed set
28 arbitrary limits."

29 Are you implying that in the ratio of apprentices to
30 journeymen, there should be none? Do away with the ratio
31 of one apprentice to every eight journeymen. Is that
32 what you recommend?

33 MR. PAGE: What we are suggesting,
34 Mr. Brunelle, is that in our objective for the

it may not be fair to talk as we are talking. There is a general job that can be done here. You can take the mechanics and Research Branch of the Department of Labor --- why do they not get into this act, they have, of course, been in this field, looking at the very order books, and done a capable job. I think it might be a good idea where we could look to the Federal departments grouped together and state or willing as a province and as industries, and the companies to cooperate in something that needs improving. I am not prepared to say that it ought to be National Highway Service.

MR. HARRISON: Thank you very much.
MR. HARRISON: At page 15, Committee

the bottom of the page.

"There is no place in it, in our view, for statutory regulations or rules designed to ensure that union membership is a prerequisite of employment; seniority provisions are referred to in that the proportion of those leaving trades and skills in relation to those already employed must not exceed an arbitrary limit."

Are you implying that in the ratio of apprentices to journeymen, there should be none? Or away with the ratio of one apprentice to every eight journeymen, as the what you recommend?

MR. BACH: What we are suggesting.

Therefore, it is that in our objective for the



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4 education of our youth, our programme to ensure that
5 we have enough men to fit into existing vacancies must
6 be done on that basis. In other words, we should
7 eliminate restrictions and restraints that exist at the
8 present time, whether by union agreements or indenture.

9 MR. SHEPHERD: I think in, perhaps,
10 certain of the designated trades, in agreements flowing
11 from them --- and somebody else on the Committee could
12 correct me if this is under regulations --- specific
13 ratios of journeymen to apprentices are established. I
14 think we in the manufacturing industry are saying that
15 we are not so organized and our work refuses to stand
16 still in character or long enough that this kind of
17 arbitrary ratio could formulate, an organized ratio in
18 respect of the manufacturing industry as we know it.

18 DOCTOR CRISPO: I have the distinct
19 impression, from your brief, that apprenticeship for
20 manufacturing should be dealt with in an entirely separate
21 section of the Apprenticeship Act. Am I correct in my
22 thinking?

22 MR. MCCALLUM: I think I would agree
23 with that. We feel that the Act, while it may be quite
24 proper in the construction industry, we do not feel that
25 in its present form it is applicable to manufacturing.
26 In manufacturing there are changes in the need for
27 training people from time to time which would make the
28 Act rather inappropriate. We do feel, however, the
29 facilities of the Branch could be of considerable help
30 to manufacturing and promoting apprenticeship.

DOCTOR CRISPO: Reflecting the fact

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4 of, as you stated, the needs of different industries
5 and even different firms in the same industry vary,
6 perhaps what is needed is standards specifying how much
7 time, how much related instruction it should take.

8 Beyond this, is there anything more
9 that you want the Branch to do in terms of certifying
10 your different programmes? Into how much detail should
11 they go if they think in terms of licensing or
12 certifying?

13 MR. McCALLUM: I think it would vary
14 from one trade to another. I doubt if you can ask a
15 firm, who needs a machinist with limited skills alone
16 to produce an all-round machinist. I think that in that
17 case the Branch could issue a certificate that identifies
18 the skill a man does have --- general title of machine,
19 how much of a machinist he is. I think it has to be
20 flexible. The Apprenticeship Branch is quite competent
21 to meet that problem of shaping an apprentice programme,
22 not only to meet the needs of the particular firm, but
23 that would identify the skills of the man so he would be
24 more mobile when he is launched on your prospective
25 employer by some other employer. It would sharpen up
26 our conception of what the man is, the skill he has got.

27 DOCTOR CRISPO: This would be
28 certificates designating different types of trades with-
29 in each trade?

30 MR. McCALLUM: Yes. By way of example,
the apprentices in our shop are all given a certificate
on completion of their course. There are some variations
in the amount of evening school work that they perform.

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more mobile when he is launched on your programme employer or some other employer. It would sharpen up our conception of what the man is, the skill he has got.

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5 Some of them will graduate, at the end of four years,
6 perhaps with six courses, others with eight, some with
7 ten. On their certificates, we list the courses they
8 took. Anyone looking at that can tell what he has
9 competence in.

10 MR. SHEPHERD: One of the textile
11 firms issue him a bank book --- it is a little book that
12 looks like a bank book. In the book there are listed
13 any courses of mathematics, blueprint reading, spinning
14 and whatever the nomenclature of the textile trade is.
15 Depending upon the wishes of a man to follow a certain
16 line and, in part, interest of the man, he has an
17 opportunity to take these various courses from time to
18 time. And on the other side, if the man's bank book is
19 full, he would be the equivalent of a journeyman. To
20 me, the most important thing almost is that the man
21 himself knows what he is. So many people in our compan-
22 ies today do not even know what they are. No names
23 used to designate your trade. We have not provided him
24 in our industrial or educational system, with anything
25 too highly national on trade levels to know how far
26 along he is and what rate. This is the prime concern in
27 this business of continuing at the education.

28 I would like to say one other thing.
29 In my view almost a classic break-through was made in
30 Canada when the rate scale programme got going for
motor mechanic apprenticeship. There are immediately
national standards --- standard examinations are written
from case to case. A motor mechanic knows where he
stands and so does his employer. As you examine the

Some of them will graduate, at the end of four years, perhaps with six courses, others with eight, some with ten. On their certificates, we list the courses they took. Anyone looking at that can tell what he has accomplished in.

MR. SILVERMAN: One of the textbooks that I have seen him a book book -- it is a little book that looks like a book book. In the book there are listed any courses of mathematics, blueprint reading, spinning and whatever the nomenclature of the textile trade is. Depending upon the wishes of a man to follow a certain line and, in part, interest of the man, he has an opportunity to take those various courses from time to time. And on the other side, if the man's book is full, he would be the equivalent of a journeyman, me, the most important thing almost is that the man himself knows what he is. So many people in our country today do not even know what they are. No names need to designate your trade. We have not provided in our industrial or educational system with anything too highly national on trade levels to know how far along he is and what rate. This is the prime concern in this business of continuing at the education. I would like to say one other thing. In my view almost a classic break-through was made in Canada when the rate scale programme got going for motor mechanic apprenticeship. There are immediately national standards -- standard examinations are written from case to case. A motor mechanic knows where he stands and so does his employer. As you examine the



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5 thing further, the province and federal Department of
6 Labour co-operate in a very searching comprehensive
7 study analysis of the motor mechanic trade. If you take
8 the machinist's work, and I understand the province and
9 the federal government are contributing on a similar
10 searching analysis of the trade, you will find that the
11 analysis can be done. And then, people will be employed,
12 let us say, by Northern Electric and small jobs all over
13 the place. If the analysis is well enough done and
14 certain basic skills can be identified, a man can write
15 an examination and pass a trade himself, and tick
16 it off in the bank book. Then, if he has not completed
17 the whole machinist programme and does not convey a
18 journeyman's certificate, if he comes to us for employ-
19 ment we will know what we are getting, and if we need
20 some more building blocks we can design another unit
21 block that might fit in with Mr. McNeill. If we are
22 going to get him to work on a thirty megawatt steam
23 turbine, we have to give him a specialized block for
24 that. Northern Electric might take him and give
25 him a general building block, specialized one, to have
26 him work on fine pincers, fine calipers. So, this is
27 why we say the rigidities built into the apprenticeship
28 system for the construction business just do not seem
29 to fit in the manufacturing complex.

30
MR. GISBORN: On page 18,
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formalized training could be performed by persons on-
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4 initiative of the employer. How would the Apprentice-
5 ship Branch be able to initiate and carry out a
6 programme in industry of this type?

7 MR. McCALLUM: I feel that the
8 Apprenticeship Branch has know-how on how to conduct
9 an apprenticeship plan. I think, in the main, their
10 function might well be getting in contact with industry
11 and assisting industry to develop their programme. I
12 feel that the Apprenticeship Branch could do much to
13 foster apprenticeship in private industry merely as
14 acting as counsellor in industry in shaping up any
15 related classroom training, any tests, prior to certifica-
16 tion.

17 MR. GISBORN: Our learnership programme,
18 this speaks of workers to perform the more simple tasks
19 or acquire the less difficult techniques. Again, I
20 would like to know just what the problems are in industry,
21 what problem would this indicate, and do you think that
22 this could also be done on a joint basis by an
23 apprenticeship programme, or could the government take
24 a place in this?

25 MR. McCALLUM: It is my impression
26 that the types of training in the term learnership are
27 this on-the-job training and in-plant training. In
28 general we are adequately equipped to handle that.

29 MR. SHEPHERD: I can illustrate what
30 we are trying to talk about by something we are doing.
We have started a crash programme. I said a while ago
everybody is short on a good machinist, and in the up-
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4 of us have faced --- should we get boys in from the
5 schools and start to train them as quickly as we can,
6 should we hit a lay-off situation how those boys on the
7 job with two years' security are protected, and get
8 beyond that our effort is lost. We will not do it that
9 way. We start with our secure people. We comb the
10 company to try to find candidates of ten years' security
11 or better, for people who looked as if they could learn
12 to operate one rather difficult expensive machine.
13 Now, when we located some of these people and found,
14 as a practical matter, their supervisor said: "This is
15 not going to accomplish. You take this man from me to
16 train him and I cannot do today's work in the shop
17 because you cannot replace him." So, we then had to
18 back down and find low skilled people who looked as if
19 they could be trained up a notch, and we have put them
20 in a classroom attached to which is a decent little
21 machine shop we threw together, and they were in the
22 classroom for about eight weeks --- classroom machine
23 shop. They have now moved out to rather simple jobs,
24 some on the horizontal boring mill, some on the vertical
25 boring mill, some on radio drill. This is an up-grading
26 learnership for a low skilled man. When we have that
27 batch done, they will get an up-grading learnership,
28 or sideways move from one of the fairly difficult
29 machines to another one they do not know how to operate.
30 This is a higher level learnership. If we keep this up
for long enough, for a period of ten years, we would
have given them the same training of all the machines
and bench work that one might give to an apprentice

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for long enough, for a period of ten years, we would
have given them the same training of all the machines
on bench work that one might give to an apprentice



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4 going to be a journeyman. We are wondering now if we
5 have been wrong all these years. Considering the modern
6 phase of change, are we on the right track. Let us
7 start at the top and work our way down; business picks
8 up and boys come in, we give them a little learnership,
9 another learnership and another learnership, and
10 gradually build them through apprenticeship. We are
11 getting a little afraid if we put people on a four-year
12 period apprenticeship, a third of the things we teach
13 them in the four-year period would be obsolete or
14 obsolescent by the time we finish it. We wonder if a
15 piece at a time is a better way of doing it. We have
16 not come to a conclusion. This is what we mean by
17 learnership.

17 MR. MORNINGSTAR: Regardless of their
18 age?

19 MR. SHEPHERD: At the moment we are
20 doing foundry men and it looks as if we can turn them
21 into machinists.

21 MR. GISBORN: Getting to the last point.

22 " Pre-employment training is part of
23 the education of our youth. It is not
24 a "labour" matter."

25 And you go on to show the concern for union agreements.

26 First, I do not think there is any
27 interference of what we call a pre-employment agreement.
28 Under the present Apprenticeship Act, pre-employment
29 training is a prerequisite to taking apprenticeship, and
30 the only term under the Apprenticeship Act is the
apprentice is covered for collective bargaining agreements.

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5 or elaborate a little more on the concern in industry
6 in this regard? I do not get the point.

7 MR. PAGE: I think the point I tried
8 to make at that time was this matter must be free of any
9 encumbrances which would prevent conclusion of the
10 programme. There are certain restrictions with respect
11 to ratios and that was specifically what we were
12 referring to. Some closed shop arrangements, those
13 should not be permitted to interfere with the objectives.
14 We have been careful to say in the last sentence:

15 "Labour, like management, should and
16 must have equal representation on any
17 advisory body which the government may
18 appoint to implement programmes of
19 manpower training."

20 We are trying to exclude anything in the path of objec-
21 tion.

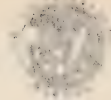
22 MR. GISBORN: You mean the application
23 of apprenticeship as it applies to the building trade
24 should not apply strictly?

25 MR. PAGE: I think we were trying to
26 emphasize the apprentice in the building trade and
27 industry.

28 DOCTOR CRISPO: Where there is organ-
29 ized representation on the part of employees, the best
30 medium to work in is joint.

MR. PAGE: We say it should be done
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5 MR. PAGE: They will have to speak
6 for themselves. I do not think we, here today, can
7 speak for them. Mr. Clayden, who is the gentleman down
8 there with glasses, during World War II was in the
9 Training Division of U.S. Manpower Commission. It might
10 be interesting to you, for background, in the event you
11 want to ask him relevant questions.

12 MR. CLAYDEN: There are thousands of
13 young men out of work without skills. There are a
14 limited number of skilled men. So, a limited number of
15 people can be trained as apprentices because of the
16 ratio of so many to so many journeymen. It does not
17 begin to take care of the number of young men available
18 to take training. That is the problem.

19 MR. THOMPSON: I have noticed that
20 through your brief you emphasize education to blocks
21 and moving to free flow all through the educational
22 system of a young fellow going to Provincial Trade
23 School and moving to Technical School, and so on, and
24 into industry. I notice where you mention the Department
25 of Education. Would you feel that the whole of the
26 Apprenticeship Branch should be taken over by the
27 Department of Education? Perhaps, to put myself on the
28 spot, I do feel this at this point, from my listening
29 to various briefs, that the Department of Labour's
30 argument that they had contacts with the industry and
unions and they had more understanding. We have a
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6 fore, I feel from the sense of your brief you are swing-
7 ing a lot towards the Department of Education. I
8 wonder if you go to the extent of swinging the whole
9 works over.

10 MR. CLAYDEN: I would disassociate
11 myself with the rest of the Committee. We have not
12 discussed this point in detail. I got in terrible hot
13 water --- the same thing was asked me of a meeting in
14 Halifax one time. I said there is a job to be done, I
15 do not care who does it. And this was a very unpopular
16 thing to say to governmental people. There has been a
17 lot of visiting to Europe and I have been one of the
18 visitors. People come back and say, in Europe they do
19 certain things a certain way. If we are to do things
20 and have a European history, everything will come out
21 right. If the tradition in Canada has been for the
22 Department of Education to take a discerning interest
23 over the years for occupational education and training,
24 this might be feasible to have the Department of
25 Education take over the whole field. With our history,
26 I would recommend that anybody, that is thinking in that
27 direction, walk carefully. Educators have been pretty
28 academic. Industrial people in Canada, by inference
29 and perhaps by encouragement from educators, believe
30 if they employ people with a high level of education,
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5 offices, and a good relationship, that things would be
6 better. I suppose this is implying that they do not
7 now. I am not going to express an opinion on that.

8 The whole thing can be tightened up, the industrial
9 people, the Department of Labour employee representatives,
10 and the Department of Education, if we can all go to
11 the same direction. This is as far as I care to go.

12 DOCTOR CRISPO: If the Department of
13 Labour is such a successful repository of this programme,
14 how do you explain the "dreadful" state it is in now,
15 I mean, apprenticeship?

16 MR. PAGE: I think the answer, perhaps,
17 to that is that phases of technology have overwhelmed
18 us so quickly, that none of us have kept up with it.
19 I do not know if I associate myself with Doctor Crispo
20 in his statement that the activities in the Apprenticeship
21 Department are as far behind as they seem to be.
22 All of us are equally as far behind.

23 DOCTOR CRISPO: I would like to
24 emphasize the building trades where traditionally an
25 apprenticeship was supposed to have its home. You
26 people know the figures in that as well as we do. We
27 are not turning out the fraction of the journeymen we
28 need. Apprenticeship has not been operating successfully
29 even in the building trades where you would think it
30 would have its most success.

PROFESSOR LOGAN: As a person from
the Department of Labour, I am associated with them
temporarily anyway, I would like to say this, that I
do not think all this should be charged to the

offered, and a good relationship, these things would be better. I suppose this is implying that they are not now. I am not going to express an opinion on that. The whole thing can be tightened up. The industrial people, the Department of Labor, employee representatives and the Department of Education, if we can all go to the same direction. This is as far as I care to go. BOBSON CRISP: Is the Department of Labor as much a successful repository of this program now do you maintain the "breadth" state it is in now,

MR. TOWN: I think the answer, perhaps, is that in some phases of technology we overestimated as so quickly, that one of us have kept up with it. I do not know if I associate myself with Robert Crisp in his statement that the activities in the Apprenticeship movement are as far behind as they seem to be. All of us are equally as far behind.

BOBSON CRISP: I would like to emphasize the building trades union tradition as apprenticeship was supposed to have its home. You people know the figures in that as well as we do. We are not turning out the fraction of the journeymen we need. Apprenticeship has not been operating successfully even in the building trades where you would think it would have its most success.

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5 Department of Labour. We had here some charts, a while
6 ago, to distribute to the Committee. Across the twenty-
7 five years or so, the curve has been up instead of down.
8 There have been some lapses, minor depressions, which
9 have taken place. The whole trend, across that period,
10 has been an increase in the number of apprentices who
11 are being trained. Quite a lot of drop-outs, and some-
12 times it has been in periods that are not depressed but
13 periods of prosperity and advanced wages, the going to
14 apprenticeship when pickings are so good, and very often
15 that is the division of which the number of apprentices
16 fall down. Competition --- gravel trucks are paying
17 three times as much wages as apprenticeship. While it
18 is true that the Department failed to extend itself
19 over the areas of manufacturing, it seems to me they are
20 more or less tied and inhibited by doing so by the
21 circumstances being brought out here today that the
22 building phase and motor mechanics are in a different
23 category than the manufacturers are, and they now find
24 a way into the manufacturing plants. Manufacturing
25 plants from the Department of Labour's view are vast
26 aggregations of people who are not apprenticeable.
27 Only in mechanical trades where apprentices are to be
28 found. These are taken in under industrial unionism
29 schedules, items in schedules of rates, and whatnot.
30 It seems to me this is not in producing the standard
of apprentices. I am a bit worried here in this day
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definition of apprentices? One, building trades.



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6 no contact of government, no direct contact at the
7 government level. It seems to me that is a very
8 important lack. Standards are something in the hands
9 of the independent manufacturer, a different meaning
10 from what they have in the hands of building. Something
11 different involved in the expression "standard".
12 Standards of the government mean half of the apprentice
13 itself as well as to the success of the manufacturing
14 plant, and standards also in relation to the whole
15 economy rather than to the individual manufacturer. It
16 looks to me after all, with due respect to the citizen-
17 ship outlook, that the individual manufacturer is in
18 business and he is going to want to use these apprentices
19 in terms of his own expectation and profit. There is
20 a great distinction among manufacturers, small and big, who
21 made up and bringing forth these various examples of
22 what we are calling here apprentices. Some of those
23 may be from, according to the Judge, citizenship
24 standard while others are not so much concerned with
25 including government. It appears to me there is a big
26 place for government in this whole area. I cannot see
27 that the present government type of apprenticeship is
28 calculated to find its way into manufacturing plants
29 and to pick out, sometimes two or three machinists or
30 two or three tool and die men or millwrights, or what-
ever you want. I am sure they tend to go with the
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9 on the certificates on completion, and then when the
10 apprentice carries his evidences of what he has done to
11 distant parts, he will have a government at the back of
12 it as well as an individual employer.

13 DOCTOR CRISPO: I do not think anybody
14 would argue the government should have a hand in it.
15 It is a question of which department. You know as well
16 as I do that the Vocational Training Act is signed with
17 the Department of Education. The only field of manpower
18 training that is left outside this agreement is
19 apprenticeship training and if we are looking at that
20 approach to manpower training I have indicated, I am
21 wondering and Mr. Thompson is wondering how we can just-
22 fy leaving one arm of this overall programme outside the
23 Department which is charged with the responsibility of
24 all other phases. Your fears of the Department of
25 Education may be warranted. If they are, we made a
26 mistake of turning over programme 5 to educators.

27 MR. SHEPHERD: I think what I said,
28 we had some traditions and I would caution against leap-
29 ing to new organizational concepts.

30 DOCTOR CRISPO: We have already made
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MR. SHEPHERD: This was not a thing



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7 reorganization that was supposed to cure everything, but
8 sometimes the organizational change takes twenty-five
9 years to catch up with the people who organize it.

10 DOCTOR CRISPO: Your approach is
11 Provincial Federal Advisory Council. I wonder if you
12 could elaborate on the role the Council would play. I
13 notice in the body of the brief, it appears to be an
14 advisory agency. In the conclusions, the summary, the
15 words "administering training programmes in the adult
and institutional fields" appear.

16 MR. CLAYDEN: This vocational council
17 would be the answer to Mr. Thompson's question. They
18 would decide where that apprenticeship would go and make
19 recommendations based upon investigations and experience.

20 DOCTOR CRISPO: Is there any elabora-
21 tion that could be given?

22 MR. PAGE: I think basically our
23 suggestion is this body should be established to do some
24 of the study and experience of the feasibility and
advisability of these various courses.

25 MR. CARRUTHERS: What is the experience?

26 MR. McCALLUM: The Manpower Commission
27 in the United States had a plan made of one or more
28 educators and practical training men from industry, and
29 of course, the educators have a lot of theories, and
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5 DOCTOR CRISPO: What authority would
6 this Council have?

7 THE CHAIRMAN: Advisory Board.

8 MR. PAGE: I presume the authority to
9 make recommendations to the proper body of government.

10 THE CHAIRMAN: There is a vehicle that,
11 with the change today, if industry and labour and
12 government could perhaps forecast. When we are training
13 young people, we are not training them for a job as a
14 dead-end.

15 MR. PAGE: We have pointed out the
16 difficulty in doing that.

17 MR. SHEPHERD: If you will pardon
18 another generality. It was characteristic of France,
19 Britain, Sweden, Germany and Holland, in one way or
20 another government people, industrial people and labour
21 people did sit down and discuss training matters and
22 they have considerable history in this field. When I
23 inquired as to how they seemed to be getting along, they
24 seemed to be getting along fairly amicably, discussing
25 things, and pointed out when we sit around and discuss
26 things we get into discussions generated from specific
27 collective agreements. They said, and I think it is very
28 interesting, the training for youth and adults was a
29 field in which there was a fairly common agreement as to
30 desirability and objectives. I think in France they said
by actually sitting down were the terms of reference.
In other countries by common consent. When labour and
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7 to think about anything but how to get a good job done.
8 I think it is very interesting for us to think about a
9 climate where there is pretty good agreement, labour,
10 government, and industry. So, it would be refreshing,
11 perhaps, talking about something we agree on instead
12 of talking about something we disagree on. I think there
13 is food for thought.

14 In this Advisory Council we hoped this
15 would evolve, and various disputes of the bargaining
16 table would be left aside.

17 DOCTOR CRISPO: Does this mean if it
18 had recommendations to make they would be confined to the
19 internal workings of the Department, or would there be
20 publication of these things? I think this is a critical
21 distinction.

22 MR. PAGE: I do not think we have
23 thought that far, Doctor Crispo. We have been trying to
24 get something on the table, what we think would be a
25 desirable objective, specifics we have not dealt with,
26 we think we can evolve after the people do sit down with
27 a common objective in mind.

28 MR. THOMPSON: In recommendation (d),
29 page 19, Guidance. I see the guidance is an important
30 factor. I was wondering if you would care to define,
just roughly, what you mention --- some are excellent
and some are non-existent. What kind of tools would
this man have and what kind of background, that you would
consider an excellent guidance?

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MR. THOMPSON: In recommendation (b),

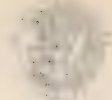
page 10, Guidance. I see the guidance is an important factor. I was wondering if you would care to define, just roughly, what you mention --- some are excellent and some are non-existent. What kind of tools would this man have and what kind of background that you would consider an excellent guidance?



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5 MR. BERNARD: If I may speak to this
6 guidance counselling, it does vary from good to bad to
7 non-existent. Take the schools, for instance, there are
8 excellent guidance counsel who take their duties very
9 seriously. On the other hand, you have the occasional
10 time where the mistakes are made and a teacher is given
11 the job of being a guidance counsel. It is a job that
12 is wished on him because there is a principal or perhaps
13 the Board is not too keen about counselling and not too
14 interested in it. It seems to us that there should be
15 some greater emphasis. It is an important field at the
16 formative stages of young people's lives, and adults too.
17 There should be people who are professionals in this
18 business.

19 MR. CARRUTHERS: Applicants for these
20 courses are doubling each year. It is gaining momentum.
21 Does industry provide any counselling itself?

22 MR. RICHAN: The answer to that is
23 internal. But, I would also like to speak to this over-
24 all question. It appears to be in this whole area of
25 co-operation and in some of our prior deliberations,
26 before coming here, we have dwelt on the question of
27 liaison between the educational authorities and industry.
28 I think we will all admit that this liaison has been
29 lacking in many respects. In the going to put an accusing
30 finger either at industry or at the educational authorities.
I do believe there has not been nearly enough movement
in either direction. I think this fits in the whole
question of guidance counselling, not enough interest
on the part of industry. We want to tell you all about



MR. BURNHAM: If I may speak to this guidance counselling, it does vary from good to bad to non-existent. Take the schools, for instance, there are excellent guidance counsellors who take their duties very seriously. On the other hand, you have the occasional times where the mistakes are made and a teacher is given the job of being a guidance counsellor. It is a job that is wished on him because there is a principal or person the Board is not too keen about counselling and not too interested in it. It seems to me that there should be some greater emphasis. It is an important field at the formative stages of young people's lives, and adults too. There should be people who are professionals in this

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4 the various types of work in our organization or industry,
5 and at the same time there has been a lack of initiative,
6 if you want to say, in the case of a lot of guidance
7 people to come to industry and say: "Look, I have to
8 talk to students and attempt to guide them. You must
9 give me some information. It is in this whole area we
10 must do a much better job than in the past.

11 MR. CARRUTHERS: This has only come
12 to a head in the last five years.

13 MR. GISBORN: The importance of a job
14 of counsellor from bottom to top in the educational
15 system would necessitate being a full time counsellor,
16 specialist in the field, knowing what the field is, from
17 the university level, and paid in commensurate with the
responsibility.

18 MR. PAGE: That is the danger in being
19 specific. We feel, in this statement, there is not
20 sufficient specific professional training of guidance
21 counsellors. You get all kinds of people, some of them
22 well meaning but no background. There is not sufficient
specific professional training in our school system.

23 MR. THOMPSON: As well as being an
24 able trained person to assess the abilities of young
25 people, I assume this person needs the knowledge.

26 MR. PAGE: That is part of the training.

27 MR. THOMPSON: Who is going to provide
28 somebody for Bracebridge?

29 MR. PAGE: Some liaison of industry,
30 some sort of courses as university teachers take. It is
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5 THE CHAIRMAN: This man should work on
6 the Department of Education level, not School Board.

7 MR. BERNARD: It might be in the
8 Ontario College of Education.

9 MR. CARRUTHERS: He must be an occupa-
10 tional guidance counsellor.

11 MR. BERNARD: He must be a teacher.

12 MR. SHEPHERD: Could I add a few words
13 here. A specific man picked out to be a guidance
14 counsellor would be the most inadequate man in the world
15 and would have an impossible task because of the various
16 things that have been mentioned. I do not view
17 psychological tests with lack of respect. They do have
18 to be in the hands of terribly competent people. What
19 you do with your life, young man --- this is a very
20 dangerous field to be operating in. "For occupational
21 information" was the phrase used, and this is very
22 important and is being produced through occupational
23 monographs. Many people must get into this act, and the
24 man we have been talking about is going to have to be a
25 sort of source man. I do not think he can know all he
26 needs to know, and I think the community must support
27 him in many ways. The clinical psychologist has no place
28 in the school system at all. Perhaps this is a referral
29 point. I see a distinguished visitor from the Associa-
30 tion of Professional Engineers and I know the Association
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5 go out and talk to the schools. These things must be
6 done. The guidance person must not have the community
7 lean on him to do the things that are a total community
8 responsibility, but to compile the material together as
9 much as he can. We have to give and take a little, and
10 we have to support this guidance man, and he should know
11 what his limitations are especially in this field of
12 aptitude tests and security and a clinical psychologist
13 leading other people's lives. Here is the information
14 you will have to get, and have your parents help you
15 start out what to do with it.

16 MR. CARRUTHERS: Testing would only
17 be part of that guidance. Teaching the child to make his
18 own decision is important. The guidance counsellor, he
19 must be given the information and training. They must
20 make their own decisions.

21 MR. SHEPHERD: We are trying to do a
22 little bit in industry about running guidance. We are
23 learning gradually. The forty to fifty year old man who
24 is in trouble because his skills are obsolescent, or
25 obsolete, is desperately in need of information and needs
26 some way of sorting his thinking out. He has only got
27 a few years left and cannot afford a few mistakes and
28 learn by experience. The employed adult who is running
29 out his string too early in his life needs a source to
30 go to. Do not tell me it should be National Employment
Service. Maybe it should. There may be other places
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MR. THOMPSON: There is one question.

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5 In some of the briefs we have heard there has been
6 suggested that you start a re-training programme in a
7 vacuum. In other words, you are going to have a lot of
8 uneducated unemployment. I have the impression from
9 some of the briefs we have heard --- wait until you have
10 all the policies for creating new industries and then
11 start your re-training programme. Our responsibility
12 in connection with re-training, I am wondering if ---
13 I notice, sir, in the report to the Congress of Manpower
14 they have mentioned Hazeltown, Pennsylvania, where they
15 had re-trained people and then publicized this. This
16 is a case of re-training now. This may get you into
17 criticism. People are saying, what are you training for?
18 What would be your advice in this, for us to start
19 launching into this or wait until we know what we can
20 train people for.

21 MR. SHEPHERD: Industry has a hard
22 time to forecast the occupations it is going to need.
23 We do not know. We cannot say set up a programme because
24 we will not know --- so many welders to join metals in
25 an atmosphere controlled by a bunch of inert gases, we
26 think we will need people of that kind. We cannot tell
27 you how many. We wish we knew ourselves. But, if you
28 go back to the fact that trades can be analysed, let us
29 not forget we have salesmen and office workers. These
30 people work, contrary to popular belief, many hours.
These things are susceptible to some analysis as we
mentioned earlier, and in the absence of specific
occupations, we do know that we are going to need higher
levels of education in basic mathematics and basic

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MR. SHREVE: Industry has a hard time to forecast the occupations it is going to need. We do not know. We cannot say set up a programme because we will not know --- so many workers to join metals in an atmosphere controlled by a bunch of inert gases, we think we will need people of that kind. We cannot tell you how many. We wish we knew ourselves. But, if you go back to the fact that trades can be analysed, let us not forget we have salesmen and office workers. These people work, contrary to popular belief, many hours. These things are susceptible to some analysis as we mentioned earlier, and in the absence of specific occupations, we do know that we are going to need higher levels of education in basic mathematics and basic



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5 communication skills. In the machine field, we are going
6 to need machinists and they will need certain skills.
7 The office machinery, people will need certain skills
8 at certain levels. This is why I say that we must get
9 busy to provide some kind of immediate standards for
10 various occupations because while we do not know the
11 specific occupation, we know the direction we are moving
12 in. It is upward and in fields of mechanics, office
13 business machines, systems and procedures, and so on.
14 If we could have the national certificate system, then
15 you would not be training in a vacuum. We would say we
16 do not know the specific job but at least you are making
17 a comprehensive job of building your background, side-
18 ways, and vertical, so you can be employed on many
19 occupations coming up in the future. I agree, in general,
20 it is better to train where you know there is going to
21 be open jobs. I do not think it is going to be that
22 easy. I think the block standards idea would help to
23 fill the gap you mentioned at the first. Perhaps we
24 should be listing jobs for National Employment Service.
25 I think we should also do, as governments, in industry
26 reaching for the point where we say we are going to
27 need machinists and the skills that we need would be
28 the basic level of mathematics and so on. This is no
29 easy job, but we have to start somewhere.

30 MR. ROWE: We know that the number of
31 people with little skills in the industrial level has
32 not changed materially in the country. Therefore, there
33 must be a need for more of these people training for
34 office clerks, and as long as those people exist and

communication skills. In the machine field, we are going to need machinists and they will need certain skills. The office machinery, people will need certain skills at certain levels. This is why I say that we must not try to provide some kind of immediate standards for various occupations because while we do not have the specific occupation, we know the direction we are moving in. It is upward and in fields of mechanics, office business machines, systems and procedures, and so on. If we could have the national certificate system, then you would not be training in a vacuum. We would say we do not know the specific job but at least you are making a comprehensive job of building your background, skills, and versatility, so you can be employed in many occupations coming up in the future. I agree, in general, it is better to train where you know there is going to be open jobs. I do not think it is going to be that easy. I think the book standards idea would help to fill the gap you mentioned at the first. Perhaps we should be listing jobs for National Employment Service. I think we should also do, as government, in industry teaching for the point where we say we are going to need machinists and the skills that we need would be the basic level of mechanics and so on. This is no easy job, but we have to start somewhere.

MR. KOWAL: We know that the number of

people with little skills in the industrial level has not changed materially in the country. Therefore, there must be a need for more of these people training for office clerks, and as long as these people exist and



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4 you have some training to do, you can plan to that
5 extent.

6 DOCTOR CRISPO: On page 2 you make
7 the suggestion in paragraph 4 that some sort of assistance
8 be given to smaller firms. This is a loaded question.
9 Do you think the government expects that if it once
10 provides to smaller firms the larger firms are not going
11 to want the same degree of assistance?

12 MR. CLAYDEN: We employ five hundred
13 people and Mr. Shepherd, for example, who is two miles
14 from us employs five hundred people in his plant. They
15 have a technical school, four trade schools, half a
16 dozen places where you can get training for nothing in
17 Dundas. Our boys have to go to those schools, have to
18 pay eighty cents bus fare plus a fee, that is, above the
19 fee that is paid by the Hamilton boys. So, that is not
20 fair to begin with. Secondly, the further you get away
21 from the city the more that condition exists. It is
22 not practical to say, let us put technical schools up
23 in the middle of the country. It is practical to say
24 these industries, which are fairly large or small, can
25 train people themselves, and that is the thing we are
26 asking for.

27 MR. PAGE: Specifically, Doctor Crispo,
28 which industry would not expect, even under the present
29 arrangement they can obtain assistance. It is not too
30 far away from it. I think we are prepared to stand on
31 our own feet.

32 MR. SHEPHERD: I think, to be fair to
33 both Committees here, in one field we are actively

you have some training to do, you can plan to that

DOCTOR CRISPO: On page 2 you make

the suggestion in paragraph 4 that some sort of assistance be given to smaller firms. This is a loaded question. Do you think the government expects that if it goes provides to smaller firms the larger firms are not going to want the same degree of assistance?

MR. CHAYKIN: I have heard

people and Mr. Suganaga, for example, who is the director from us employs five hundred people in his plant. They have a technical school, four trade schools, half a dozen places where you can get training for nothing in Bundas. Our boys have to go to those schools, have to pay eighty cents per hour plus a fee, that is, above the fee that is paid by the Hamilton boys. So, that is not fair to begin with. Secondly, the number you get away from the city the more that condition exists. It is not practical to say, let us have technical schools up in the middle of the country. It is practical to say, these industries, which are fairly large or small, can train people themselves, and that is the thing we are asking for.

MR. FARR: Specifically, Doctor Crispo,

which industry would not expect, even under the present arrangement they can obtain assistance. It is not too far away from it. I think we are prepared to stand on our own feet.

MR. SUGANAGA: I think, as we talk to



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4 seeking assistance, and I would not want you people to
5 go home and see this thing announced and think I have
6 made a liar of myself. I do think, Doctor Crispo, the
7 case is better for the small companies.

8 THE CHAIRMAN: I think before we start
9 writing the brief we should have a representative from
10 this group and a representative from labour and a
11 representative from government to come here some day and
12 meet with us for a day when we will prepare the questions.

13 MR. PAGE: We would be delighted.

14 THE CHAIRMAN: We have heard from one
15 group and another, and we have never been here together.
16 I am sure labour would agree and I am sure government
17 would agree.

18 I want to take this opportunity, on
19 behalf of the Committee, to thank you for preparing and
20 discussing this with us this afternoon.

21 MR. PAGE: For the gentlemen of the
22 Committee, I thank you for your courtesy to appear. We
23 would be more than happy to co-operate.
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seeking assistance, and I would not want you people to
go home and see this thing announced as, "I have
made a list of myself. I do think, Doctor Gripe, the
case is better for the small companies."

THE CHAIRMAN: I think before we start

writing the brief we should have a representative from

this group and a representative from industry and a

representative from government to work out some of the

meet with us for a while. I will bring the questions

THE CHAIRMAN: We would be delighted.

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I am sure I have not agreed and I am sure government

would agree.

I want to take this opportunity, on

behalf of the committee, to thank you for accepting and

discussing this with us this afternoon.

MR. GRIPE: But the point made of the

demonstrated, I thank you for our courtesy to express. It

would be more than happy to cooperate.



SUBMISSION

OF

THE ASSOCIATION OF PROFESSIONAL ENGINEERS

OF ONTARIO

APPEARANCES:

BLAKE H. GOODINGS, Director of Employment
Advisory Service.

THE CHAIRMAN: Gentlemen, we have with us now Mr. Goodings of the Association of Professional Engineers. Mr. Goodings has a brief. I would like him to read his brief, and withhold our questions until he has finished.

MR. GOODINGS: Mr. Chairman and gentlemen, my brief is short.

BACKGROUND

The Association of Professional Engineers of the Province of Ontario is established by The Professional Engineers Act, Chapter 309, R.S.O. 1960.

Since 1957 The Association has been conducting a Certification Programme for Engineering Technicians and Technologists, the purpose of which is to recognize the technical qualifications of those who assist professional engineers in the performance of their professional duties and to encourage them to improve themselves.

Engineering Technicians and Engineering Technologists have already developed their own



OF

OF

APPENDIX

STATE OF NEW YORK, 1900

The CHAIRMAN, however, we have not
the knowledge of the Association of
Engineers, the Governor of the State, I think, like his
to read his bill, and although our question was
has finished.

Mr. Chairman, Mr. Chairman

Gentlemen, my bill is ready.

STATE

The Association of Professional Engineers
of the Province of Ontario is organized by the
Professional Engineers Act, Chapter 100, R.S.O. 1900,
since that the Association has been
conducting a Certification Program for Engineering
Technicians and Technologists. The purpose of this is to
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Engineering Technicians and Engineering

Technologists have already developed their own



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4 organization, the Ontario Association of Certified
5 Engineering Technicians and Technologists, and have
6 obtained their own Provincial Charter with a view to
7 earning a respected place in society. To date more than
8 2,100 have been certified and their organization is
9 growing at the rate of 500 per year.

10
11 RECOMMENDATIONS

12 It is respectfully recommended that
13 there should be a continued watch maintained on the need
14 for new or expanded facilities in the existing Ontario
15 Institutes of Technology. Every effort should be made
16 to clarify and impress upon the public the functions and
the importance of graduates of these schools.

17 The Ontario Department of Education
18 should be charged with the responsibility for developing
19 and improving, without delay, facilities for the part-
20 time education of those now in industry through evening
classes and correspondence courses.

21 The development of new and improved
22 technical evening classes should be encouraged and
23 coordinated by the Department.

24 The Correspondence Courses Branch of
25 the Department should be suitably enlarged and instructed
26 to provide correspondence courses in the fields of
27 mathematics and science with the purpose of developing
28 technical education beyond the secondary school level
but below the University level. The Syllabus of
29 Examinations for Engineering Technology which is attached
30 might serve as a suitable basis for the development of

organization, the Ontario Association of Certified Engineering Technicians and Technologists, and have obtained their own Provincial Charter with a view to earning a respected place in society. To date more than 2,100 have been certified and their organization is growing at the rate of 50 per year.

RECOMMENDATIONS

It is respectfully recommended that there should be a continued watch maintained on the need for new or expanded facilities in the existing Ontario Institutes of Technology. Every effort should be made to clarify and impress upon the public the functions and the importance of our institutes of these schools.

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such courses.

BRIEF IN SUPPORT OF RECOMMENDATIONS

In the five years since the Certification Programme was put into effect it has become significantly evident that:

- (a) the academic level of many engineering technicians is too low to enable them to perform the important roles required of them in the engineering team;
- (b) there is a growing and almost urgent need for many more people who have sufficient technical education to perform the duties of engineering technicians;
- (c) existing facilities for the education of engineering technicians need to be extended to provide for the accommodation of more students in both full-time and evening classes below the University level; and
- (d) there is an urgent need for correspondence courses at the same level to be conducted by the Ontario Department of Education.

Engineering Technicians and Technologists represent a group of relatively new sub-professional occupations which have come about because of the increasing complexity of industrial production methods and products and the accelerating application of scientific



each country.

HELP IN SUPPORT OF RECOMMENDATIONS

In the five years since the creation of the Program was put into effect it has become

(a) the academic level of many engineering

technicians is too low to enable them to perform the important roles required of them in the engineering team;

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need for many more persons to have sufficient technical education to perform the duties of engineering technicians;

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(c) there is an urgent need for correspondence

degree courses at the post level to be conducted by the Ontario Department of

Engineering Technicians and Technicians

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4 inventions and discoveries to manufacturing processes.
5 They represent one of the fastest-
6 growing occupational fields in recent decades. There is
7 every reason to believe that these occupations will
8 continue to grow rapidly and if our present and future
9 needs are to be met, a considerable increase in the
10 number of persons who receive the essential education
11 will be necessary.

12 Professional engineers simply cannot
13 contribute their maximum in talent and skill to our
14 increasingly complex technology unless their efforts are
15 supported by the necessary engineering technicians.
16 The majority of engineering technicians in industry today
17 are men with up to 40 years "education" by experience
18 but many of them have not had the benefit of even a
19 complete high school education.

20 Their ranks are being strengthened by
21 graduates from the Ontario Institutes of Technology and
22 by immigrants with "Technical College" education but we
23 are losing a large segment of our technical manpower
24 through age and retirement.

25 During this time of serious unemploy-
26 ment it is paradoxical that the opportunities open to
27 qualified engineering technicians and technologists are
28 many and varied; yet the fact that few, if any, of these
29 opportunities are being seized is an indication that the
30 qualified people are just not available.

31 The proper technical development of
32 our nation and its prosperity may well depend on an
33 adequate supply of graduate engineering technicians who



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5 can acquire, from a base of formal education in science
6 and mathematics, the experience necessary to support our
7 engineers.

8 This cannot be accomplished at the
9 vocational or skilled craft level; nor would adequate
10 numbers of the type and quality of students, capable of
11 absorbing the academic discipline of a technical institute
12 curriculum, be attracted to a vocationally oriented
13 school.

14 At the present time there are means
15 available to people to receive training in advanced
16 technological subjects but these means are not without
17 their disadvantages.

18 (1) There are full-time day courses pro-
19 vided by the Institutes of Technology, by which they may
20 advance their education three full academic years beyond
21 the Grade XII level. Few employers, however, would be
22 prepared to spare employees the time to pursue such a
23 course of learning, however beneficial it may prove to
24 be, while keeping their jobs available to them on
25 completion.

26 (2) Part-time courses are currently provided
27 by the Ontario Department of Education, such as the
28 Advanced Technical Evening Classes. These courses can
29 be taken by men employed in technical capacities in
30 Industry, upon their providing proof of having previously
attained a Grade XII education. The Grade 1 certificate,
consisting of nine subjects, is recognized by this
Association as representing the equivalent of Senior
Matriculation. The Grade 2 certificate will probably be



can acquire, from a base of formal education in science and mathematics, the experience necessary to support the

This cannot be accomplished at the vocational or skilled craft level; nor should adequate numbers of the type and quality of students, capable of absorbing the academic discipline of a technical institution, be attracted to a vocationally oriented school.

At the present time there are persons available to people to receive training in technology technological subjects but these persons are not without their handicaps.

(1) There are full-time day courses provided by the Institutes of Technology, in which they may advance their education. These full-time courses require the Grade XII level. For example, however, while a prepared to serve engineers the level is not such a course of training, however beneficial it may prove to be, while keeping them from the service.

(2) Part-time courses are currently provided by the Special Department of Education, such as the Advanced Technical Evening Classes. These courses can be taken by men engaged in technical education in industry, upon their evening pool of being provisionally attained a Grade XII education. The Grade I certificate, consisting of nine subjects, is recognized by the Association as representing the equivalent of Senior High School. The Grade 2 certificate will probably be



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5 recognized as the equivalent of one further year of
6 full-time formal education with some additional credit
7 beyond that level, but the final assessment of this
8 certificate is still under consideration by the
9 Certification Board of this Association.

10 (3) Evening tutorial classes are provided
11 at the Institute of Technology, such as Ryerson, in
12 subjects corresponding to the curriculum of their full-
13 time day classes. However, examinations are not set by
14 the Institutes, and students must sit for examinations
15 set by the Certification Board of this Association to
16 receive credit for having learned the material covered
17 in the course.

18 (4) Correspondence courses in academic
19 subjects, leading to standing at the Grade XIII level,
20 are offered by the Ontario Department of Education at no
21 cost to the student. He can enroll in these courses,
22 and upon completing the required studies sit for the
23 Departmental examinations and eventually achieve Senior
24 Matriculation standing.

25 Under the aforementioned programs,
26 the engineering technician can expect to receive the
27 following recognition for his efforts from the
28 Certification Board:

29 1. After the full-time day course, cover-
30 ing three years beyond the Grade XII level, he can be
certified as an Engineering Technologist, upon completion
of two years practical experience. This is the senior
grade in the Certification Programme of the APEO, and
is considered to be a terminal qualification in the field



recognized as the equivalent of one further year of full-time formal education with some additional credit beyond that level, but the final assessment of this certificate is still under consideration by the Certification Board of this Association.

(5) Evening technical classes are provided at the Institute of Technology, such as Physics, subjects corresponding to the curriculum of many full-time day classes. However, examinations are not set by the Institute, and students must sit for examinations set by the Certification Board of this Association to receive credit for having learned the material covered in the course.

(6) Correspondence courses in academic subjects, leading to standing at two levels, are offered by the Ontario Department of Education or by cost to the student. He can enroll in these courses and upon completing the required studies sit for his departmental examinations and eventually obtain further

Under the aforementioned programs,

the engineering technician can expect to receive the following recognition for his efforts from the

1. After the full-time day course, covering three years beyond the Grade XII level, he can be certified as an Engineering Technologist, upon completion of two years practical experience. This is the second grade in the Certification Programme of the ATEE, and is considered to be a terminal qualification in the field.



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4 of Engineering Technology.

5 2. The Grade 1 certificate of the
6 Advanced Technical Evening Classes qualifies an individual
7 for certification as an Engineering Technician Grade 2.
8 Completion of the ATEC Grade II certificate will qualify
9 him for Engineering Technician Grade 3 with some credit
10 probably assigned toward the grade of Engineering
11 Technologist.

12 There is no means by which he can
13 attain the full Technologist qualifications under the
14 ATEC program, however.

15 3. The evening tutorial classes are
16 offered in most technology subjects and on completion
17 the candidate should be well prepared to write the
18 examinations set by the Certification Board in those
19 subjects. Upon passing the examinations, he is assigned
20 full credits on his examination program and can eventually
21 qualify as an Engineering Technologist. The
22 effectiveness of these tutorial classes is limited,
23 however, by the fact that a minimum number of students
24 must be enrolled for any one subject to make it economi-
25 cally feasible to conduct the course and many classes
26 are cancelled due to drop-outs.

27 4. Correspondence courses, of the
28 Department of Education, while offering the opportunity
29 for candidates to attain Grade XIII standing at no cost
30 to themselves, go no further than that level and qualify
the candidate for Grade 2 certification only. The
courses in advanced technological subjects beyond
Grade XIII can still only be obtained through the

of engineering technology.

3. The Grade I certificate of the

Advanced Technological Evening Classes qualifies an individual

for consideration as an Engineering Technician Grade 1.

Completion of the AETC Grade II certificate will qualify

him for Engineering Technician Grade 2 with two credits

probably assigned toward the Grade 3 Engineering

Technologist.

There is no course in which he can

attain the full Technologist qualification under the

4. The evening technical classes are

offered in most technology and arts and on completion

the candidate should be well prepared to write the

examinations set by the Certification Board in these

subjects. Upon passing the examination, he is assigned

full credits on his examination program and can enter the

program as an Engineering Technologist. The

effectiveness of these tutorial classes is limited,

however, by the fact that a minimum number of credits

must be enrolled for any one subject to make it economical

and feasible to conduct the course and many classes

are cancelled due to drop outs.

5. Correspondence courses, of the

Department of Education, while offering the opportunity

for candidates to attain Grade VII standing at no cost

to themselves, go no further than that level and qualify

the candidate for Grade 2 certification only. The

courses in advanced technological subjects beyond

Grade VII can still only be obtained through the



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aforementioned means, and the examinations on completion of these courses must be conducted according to the accepted standards of this Association before any credit or recognition can be given to them. For this reason, the certificates and diplomas issued by Commercial Correspondence Schools are not recognized for credits, whether or not the courses have been adequately covered.

The examination requirements in the various branches of engineering technology are set forth in the Syllabus of Examinations attached hereto. The subjects chosen are considered by the Certification Board to provide a broad but intensive education in Engineering Technology and the candidate who successfully completes this program is considered to possess an education equivalent to that of a graduate of one of the Provincial Institutes of Technology, plus the practical experience he has gained during his studies.

The Certification Programme is having a significant effect. Because certification in a higher grade is dependent upon higher education the certified engineering technicians in Ontario are utilizing every possible means to improve themselves.

It is of extreme importance that we use every means at our disposal to develop an adequate supply of suitably trained engineering technicians. The full-time day courses at our Institutes of Technology will provide for the education of the young people now in high school but there is still a great source of manpower amongst those now in industry for whom better facilities are desirable.

informational means, and the examination on completion of these courses must be conducted according to the accepted standards of this Association before any credit or recognition can be given to them. For this reason, the certificate and diploma issued by Government Correspondence Councils are not recognized for credits, whether or not the courses have been thoroughly covered. The examination is conducted in the various branches of engineering technology and not form in the syllabus of examinations. Attached hereto is a subject matter was considered by the Certification Board to provide a broad and intensive education in engineering technology and the candidate who successfully completes this program is considered to possess an education equivalent to that of a graduate of one of the Provincial Institutes of Technology. When the practical experience he has gained during his studies, the Certification Program is having a significant effect. Because recognition in a higher grade is dependent upon rigid examination and certified engineering technicians in Ontario are utilized every possible means to improve themselves. It is of extreme importance that we use every means at our disposal to develop an adequate supply of technically trained engineering technicians. The full-time day courses at our Institutes of Technology will provide for the education of the young people now in high school but there is still a great shortage of manpower amongst those now in industry for whom better facilities are desirable.



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4 THE CHAIRMAN: Questions?

5 DOCTOR CRISPO: One general question.
6 Right now the only credit these people get are certifi-
7 cates which your Association issues?

8 MR. GOODINGS: Yes.

9 DOCTOR CRISPO: Would it be desirable
10 for your government to issue these, at least approve of
11 these certificates you issue? Would this be helpful?

12 MR. GOODINGS: I do not know that.
13 I really do not have an opinion on it, sir. I think,
14 certainly, any form of activity in which the government
15 could engage in which they could create a better under-
16 standing of the importance of these schemes of society
17 would be a step in the right direction.

18 DOCTOR CRISPO: This is the way I was
19 thinking might enhance the prestige of these certificates,
20 even more so than what you people are able to do by your-
21 self.

22 MR. GOODINGS: It is rather interesting
23 the announcement of the creation of vocational schools
24 when the Prime Minister made quite an amazing speech on
25 the importance of technology. This made quite an
26 effect because the Prime Minister had not made an open
27 statement as this. In most cases, he was talking towards
28 this one area in which the public took an interest.

29 MR. CARRUTHERS: Is there lack of
30 interest, lack of facilities?

31 MR. GOODINGS: Facilities are one thing.
32 If you look at the syllabus you see it is a tough one.
33 You cannot cover three academic years in part time

THE CHAIRMAN: Question?

DOCTOR CRISP: One general question.

Right now the only credit these people get are certificates which your Association issues.

MR. GOODWIN: Yes.

MR. GOODWIN: Yes.

DOCTOR CRISP: Would it be desirable

for your government to issue these, as I am assuming?

These certificates you issue? Would this be helpful?

MR. GOODWIN: I do not know.

I really do not have an opinion on it, Mr. Crisp, I think.

Certainly, any form of activity in which the government

could engage in which they could create a credit which

standing of the importance of these subjects in society.

Would be a step in the right direction.

DOCTOR CRISP: This is the way I see

the thing might enhance the prestige of these certificates.

even more so than what you people are sure to do by your

the announcement of the creation of a national school

when the Prime Minister made public an evening speech on

the importance of technology. This made quite an

effect because the Prime Minister had not made an open

statement as this, in most cases, he was talking privately

this one area in which the public took an interest.

MR. GOODWIN: Is there lack of

interest, lack of facilities?

MR. GOODWIN: Facilities are one thing.

if you look at the syllabus you see it is a tough one.

You cannot cover three academic years in part time.



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5 education in there. The syllabus, we have outlined,
6 would take eight years to cover, two subjects a year
7 studying at night. The men now in industry look at our
8 organization and feel we are inclined to rate them too
9 low. And yet when you rate alongside of the current
10 requirements of industry and prospective requirements,
11 they are sadly inadequate to meet the jobs that have to
12 be done. So, there is a tendency, perhaps, for some
13 of the older men to hold back. They would not want to
14 have their supposed rating in industry down-rated for
15 having certificate Grade 2. The younger men are coming
16 along and if you look at the technical evening classes
17 at Ryerson, they are jammed. Bathurst Heights Collegiate
18 opened advanced technical evening classes and they are
19 jammed. I think there is room for more.

20 MR. MORNINGSTAR: There is a shortage
21 in these professional engineers?

22 MR. GOODINGS: There is a definite
23 shortage of engineering technicians. Room for more
24 engineering technicians.

25 DOCTOR CRISPO: We have been under the
26 impression there are a number of engineers in this
27 province who, for one reason or another, have been more
28 or less down-graded. They are doing work normally done
29 in Europe by technicians. We may have been turning out
30 too many engineers. We have twelve schools in Ontario
creating engineers, we have roughly four institutes
on technology.

MR. HARRIS: If I understand this,
your whole purpose is really to make us aware of this



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4 shortage?

5 MR. GOODINGS: Yes, to make this
6 Committee aware, and perhaps in so doing, make the public
7 aware. By way of explanation, I might say that this
8 year I had the privilege of interviewing twenty-two
9 students for scholarships, students entering engineering
10 courses. Of the twenty-two, eighteen of them had not
11 the slightest idea why they were taking engineering
12 other than a fact that it was a symbol they were aiming
13 at. Of those particular individuals, they were bright
14 and certainly no question about it they should have been
15 going to university. There is a question in my mind
16 whether or not a large number of people channelled to
17 university should not be channelled to technician.

18 DOCTOR CRISPO: On the engineering side?

19 MR. GOODINGS: Other sides as well.
20 When you talk to people about going to Ryerson, they say,
21 I am not going to that, it is a trade school. It is
22 far from this. This is the public conception. If this
23 Committee would come out and say it is not.

24 THE CHAIRMAN: How long would it take
25 a boy to complete this school, Grade XIII?

26 MR. GOODINGS: He could do it in about
27 six years.

28 THE CHAIRMAN: Day school?

29 MR. GOODINGS: He would do it at
30 Ryerson in three years. Four years for an engineering
degree.

MR. BRUNELLE: If it takes four years
for an engineering degree and three years to become a



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5 technologist, do you not think that extra year at
6 university would be quite an incentive to become an
7 engineer?

8 MR. GOODINGS: Start engineering course
9 having completed grade thirteen. Start technology having
10 completed grade twelve. If they complete grade twelve
11 and thirteen they receive no credits in the Institute
12 of Technology, but it is easier for them.

13 MR. BRUNELLE: For employment, once
14 a person is a qualified engineer, and what I am trying
15 to say is, what are the employment opportunities in
16 comparison to engineers as to technicians and technolo-
17 gists?

18 MR. GOODINGS: There is one area of
19 technology in which the graduate of the Institute of
20 Technology might meet a stone wall, and that is the area
21 which is more or less rising under the engineering,
22 actual practice of professional engineers. It is a
23 relatively narrow field compared to the opportunities
24 that exist in industry, the field of technical sales,
25 and no reason why he cannot compete quite effectively
26 with engineering. You have all the information which
27 would be imparted in a four-year course. The field of
28 production quality control inspection, you might say,
29 or production control standard section of industry,
30 certain of us seem to have a technical education and
somehow or other end up in the management side of
industry. The technologist would have sufficient, if
not more than sufficient, technical education to do this.
Others in this very narrow field, very theoretical



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4 practice of engineering, the whole field of industry is
5 wide open to them. There is no doubt that a certain
6 conception in industry, we have used engineers to do a
7 lot of these jobs, and a certain amount of reticent
8 boys coming out of Ryerson must speak the longest. They
9 are beginning to prove themselves. They are beginning
10 to fit into these jobs and as they fit in there will be
11 less and less hesitancy and more and more tendency to
12 take them in.

13 MR. MORNINGSTAR: You have the Institute
14 of Waterloo.

15 MR. GOODINGS: This is, again, at
16 university level. They get the practical.

17 MR. MORNINGSTAR: Yes, they place them
18 in industry three months and back to university three
19 years.

20 MR. GOODINGS: One of the things I
21 might draw to your attention is the system of qualifi-
22 cation. It starts at grade one, grade two, grade three,
23 engineering technologist. Each grade reflects one
24 further step. In our syllabus it represents a completion
25 of five examinations. The man in industry is studying
26 and starts off grade one, two, and he passes five
27 examinations and moves to technician. Passes five more
28 and moves to engineering technologist. Many of them
29 would stop part way along the way. They could stop at
30 technician two, three, depending on capabilities and
interests and need perhaps in industry. This is a very
flexible system which may be useful in developing your
in-plant or on-the-job training.



practice of engineering, the whole field of industry is
wide open to them. There is no doubt that a certain
conception in industry, we have been engineering to to a
lot of those jobs, and a certain amount of research
boys coming out of the system must speak the language. They
are beginning to prove themselves. They are beginning
to fit into these jobs and as they fit in there will be
less and less hesitancy and more and more tendency to
take them in.

MR. JOHNSON: And have the Institute
of Water...

MR. JOHNSON: This is, again, in
university work, they get the practical

MR. JOHNSON: Yes, they have been
in industry some months and back to university there

MR. JOHNSON: One of the things I

might draw to your attention is the system of quality
control. It starts at grade one, grade two, grade three,

engineering technology, and grade four is the one
further step. In our system it represents a completion

of five examinations. The man in industry is standing
and starts off grade one, two, and he passes five

examinations and works on technical, passes five more
and moves to engineering technology, that of that

would stop part way along the way. They could stop at
technical too, which, depending on expert ideas and

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4 DOCTOR CRISPO: Do you have many
5 apprentice people who have gone through to be a journey-
6 man, and any of these people go on to apply as technicians?

7 MR. HARRIS: Electrical might be one.

8 DOCTOR CRISPO: You do have some
9 journeymen try for technician number one?

10 MR. GOODINGS: Yes. In the power
11 engineering field, we have some of them trying for it.
12 A good number of draftsmen do a course.

13 DOCTOR CRISPO: What about the other
14 end, do you ever find technologists going to university?

15 MR. GOODINGS: Yes. It happens more
16 amongst the European people than it does amongst our
17 own. The immigrants that come into this country very
18 often will come with an education equivalent to Ryerson
19 Institute of Technology. They will enter second or
20 third year of university engineering course. This has
21 happened. German, Dutch and Hungarian immigrants.

22 PROFESSOR LOGAN: Have you covered
23 provision to teaching mining, civil?

24 MR. GOODINGS: Yes.

25 PROFESSOR LOGAN: On general?

26 MR. GOODINGS: From men in the field
27 of engineering technology?

28 PROFESSOR LOGAN: Yes.

29 MR. GOODINGS: This syllabus is set up
30 on Section A which is common to all of the branches and
covers mathematics, physics, chemistry, electricity and
magnetism, English and economics. I think a separate
syllabus is provided for each of the different branches

DOCTOR CRISP: Do you have any

apprentices people who have gone through to be a journey-

man, and any of these people go on to apply as technicians?

MR. CRISP: You do have some

technicians for the technical work?

MR. CRISP: Yes, in the power

engineering field, we have some of them trying to be

A good number of them do a course.

DOCTOR CRISP: What about the other

one, do you ever find technicians going to university?

MR. CRISP: Yes, it happens more

amongst the younger people than it does amongst the

older. The implication that some of these people will

then will come with an education equivalent to that of

technicians of technology. They will enter second or

third year of an existing engineering course. This has

happened. German, French and American universities.

DOCTOR CRISP: Have you covered

provision for research training, civil?

MR. CRISP: Yes,

MR. CRISP: On general?

MR. CRISP: Yes, men in the field

of engineering technology.

MR. CRISP: Yes.

MR. CRISP: This syllabus is set up

on section A which is common to all of the branches and

covers mathematics, physics, chemistry, electronics and

magnetics, English and literature. I think a separate

syllabus is provided for each of the different branches



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4 ranging right through with the works with the exception
5 of mining. We have not provided a syllabus in mining
6 because part time education in the mining field is a
7 rather difficult proposition. You need a lot of
8 practical projects.

9 MR. BRUNELLE: Would not the mining
10 school at Hailebury fill most of the needs?

11 MR. GOODINGS: In the field of civil
12 and mechanical technology, we have not only made a
13 general, we have provided a series of options, structural
14 and municipal and highways. An individual can really
15 specialize in a particular field.

16 PROFESSOR LOGAN: Is that not a bit
17 exclusive in splitting up the term professional engineers?
18 The term engineers and the question of professional
19 engineers and university people are different.

20 MR. GOODINGS: Really a terminology,
21 sir. That is something that my ancestors were faced with
22 when they started to look for professional legislation
23 back in the 1920's. We have it now and are stuck with it.

24 PROFESSOR LOGAN: Professional?

25 MR. GOODINGS: Yes. Essentially it
26 is similar to the system set up for the medical profess-
27 ion or dental profession, a system of determining
28 qualifications. In this field of engineering technology,
29 we thought we could give them a hand to get started,
30 and perhaps offer some guidance of what they might study
to improve themselves and make themselves more valuable.

MR. CARRUTHERS: Did you provide this
information to secondary schools?

...right through with the work with the exception
of mining. We have not provided a syllabus for mining
because part time education in the mining field is a
rather difficult proposition. You need a lot of

...the mining
school at Hattiesburg will cost of the school

...in the field of civil
and mechanical technology, we have not only made a
general, we have provided a series of optional, structured
and municipal and highways. An individual can really
specialize in a particular field.

PROFESSOR ROBERT: In fact, we have a lot
extensive in getting up the term professional engineers
The term engineers and the position of professional
engineers and university people are different.

MR. ROBERTSON: Really a terminology
sir. That is something that my ancestors would have said
when they started to look for professional legislation
back in the 1930s. We have it now and are stuck with it.

MR. ROBERTSON: Yes, necessarily it
is similar to the system set up for the medical profes-
sion or dental profession, a system of determining
qualifications in the field of engineering technology.
we thought we could give them a hand to get started.

and perhaps offer some guidance of what they might study
to improve themselves and make themselves more valuable.
MR. ROBERTSON: Did you provide that

information to secondary schools?



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5 MR. GOODINGS: Yes. We wish we could
6 reach more of them. It is difficult.

7 MR. CARRUTHERS: Do they ask for it?

8 MR. GOODINGS: Normally they ask for
9 it. We would not send it out without a request.

10 MR. CARRUTHERS: Why not send it?

11 THE CHAIRMAN: To the principal.

12 MR. GOODINGS: We have tried this in
13 another field. We produced engineers project reports
14 in which we attempt to describe a particular function
15 and try to explain what civil, mechanical, electrical
16 engineers and so on, do. We went to the expense of
17 getting sixty thousand of these and delivered the lot
18 to twelve and thirteen schools, and only a small portion
19 of the schools ever bothered to distribute them.

20 MR. CARRUTHERS: Do you not think this
21 has changed with the introduction of the Robarts Plan?

22 MR. GOODINGS: I think that may have
23 an effect.

24 MR. CARRUTHERS: The introduction of
25 guidance classes in our schools, this could be used by
26 them very effectively.

27 MR. BRUNELLE: This is presented by
28 the Association of Professional Engineers?

29 MR. GOODINGS: Yes.

30 MR. BRUNELLE: Who are university
graduates?

MR. GOODINGS: Yes.

MR. BRUNELLE: These technicians,
after they have completed their course, they do not get



MR. TROTT: Yes, we wish we could

reach some of them, it is difficult.

MR. CARLTON: He may ask for it.

MR. TROTT: Normally they ask for

it, we would not ask it out of them a request.

MR. CARLTON: Why not send it

MR. TROTT: To the principal.

MR. CARLTON: We have been told in

another field, we produced a subject matter

in which we attempt to describe a particular function

and try to explain what is involved in it, and

experience and so on, but we want to know how to

getting along with it, and we want to know

to know what it does and, and only a small part

of the whole is even known to the public.

MR. CARLTON: Do you not think this

has changed with the introduction of the radio?

MR. TROTT: I think it has.

an effect.

MR. CARLTON: The introduction of

MR. TROTT: This is presented by

the Association of Professional Engineers.

MR. TROTT: Yes.

MR. CARLTON: Who are the

persons?

MR. TROTT: Yes.

MR. CARLTON: These persons.

MR. TROTT: They have completed their course, they do not go



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4 a degree to get a diploma and they are referred to as?

5 MR. GOODINGS: Engineering technologists.

6 THE CHAIRMAN: Further questions?

7 I want to thank Mr. Goodings for
8 preparing and presenting this brief to us this afternoon.

9 MR. GOODINGS: It was an extreme
10 pleasure and I thank you for hearing me on such short
11 notice.

12 THE CHAIRMAN: Gentlemen, we are going
13 to adjourn the meeting until ten a.m. in the morning.

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16 --- Hearing adjourned.
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MR. GOODINGS: Engineering technology.
THE CHAIRMAN: Further questions?
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preparing and presenting this brief to us this afternoon.
MR. GOODINGS: It was an extreme
pleasure and I thank you for hearing me on such short
notice.
THE CHAIRMAN: Gentlemen, we are going

-- leaving adjourned.



ANGUS, STONEHOUSE & CO. LTD.
TORONTO, ONTARIO

SELECT COMMITTEE ON MANPOWER TRAINING

Hearings held before the Select
Committee on Manpower Training,
at the Parliament Buildings,
Toronto, Ontario, at 10.30 a.m.,
October 19th, 1962.

PRESENT:

Mr. J. R. Simonett	Chairman
Mr. J. H. White	Member
Mr. J. Chapple	Member
Mr. R. Brunelle	Member
Mr. J. Boyer	Member
Mr. A. E. Thompson	Member
Mr. R. J. Harris	Member
Mr. R. Gisborn	Member
Mr. E. P. Morningstar	Member
Mr. A. Carruthers	Member
Mr. J. Morin	Member
Mr. T. Eberlee	Secretary
Dr. J. Crispo	Director of Research
Professor Logan	



SUBMISSION OF
COUNCIL OF PRINTING INDUSTRIES OF ONTARIO

Appearances:

Mr. E. C. Caldwell	General Manager
Mr. Wm. J. Trevett	Cooper & Beatty
Mr. Charles Parkinson	W. J. Gage Company
Mr. Warren Rothwell	Canada Binding Limited
Mr. Peter McLaughlin	Newsome & Gilbert
Mr. William Ewart	Assistant to Mr. Caldwell

THE CHAIRMAN: Mr. Caldwell, we will have you go through your brief and we will not interrupt until you are finished.

MR. CALDWELL: Mr. Chairman and gentlemen, I think I can best introduce ourselves by a letter that was directed to this Committee by our National Association, and this was directed to you last June 29th, and reads as follows:

Gentlemen:

This national organization representing printing managements in Canada from coast to coast is vitally interested in the work of your Committee.

Because Metropolitan Toronto is the leading production centre in Canada for printing, publishing, and the allied graphic arts, and because these closely related and inter-related



1 fields probably comprise the largest sphere for
2 employment among manufacturing industries in
3 Toronto, the Graphic Arts Industries Associa-
4 tion wishes to associate itself with the forth-
5 coming representations by the Council of Printing
6 Industries.

7 The Council of Printing Industries is
8 our regional affiliate in the Toronto area, is
9 specifically concerned with labour matters, and
10 is the only regional group in Ontario with a
11 full-time manager and permanent staff. Con-
12 sequently, it is ideally situated to coordinate
13 and to present the views of printing managements.
14 It is also the organization in our sphere best
15 qualified and most experienced in regard to
16 dealings with the printing trades unions.

17 Our other regional affiliates in Ontario
18 are the East Central Ontario Graphic Arts Associa-
19 tion; the Hamilton & District Graphic Arts
20 Association; the Niagara Peninsula Graphic Arts
21 Association; the West Central Ontario Graphic
22 Arts Association; and the Southwestern Ontario
23 Graphic Arts Association. They represent the
24 principal employers in printing and the allied
25 trades in their respective areas.

26 These other groups will be broadly in
27 accord with the Council of Printing Industries.
28 While we cannot yet determine if any of them
29 may have any local problems to place before you,
30 we do know of their positive interest in manpower



1 training -- and that this parallels that of
2 the Council of Printing Industries.

3 Because of the special position and
4 experience of the Council of Printing Industries,
5 and of its leadership in such matters as super-
6 visory training and the upgrading of skills,
7 as well as its very direct concern with other
8 aspects of your studies as these relate to our
9 industry, our Ontario members generally will
10 appreciate your interest in the very serious
11 presentation being undertaken by our Toronto
12 affiliate.

13 Respectvully submitted,

14 GRAPHIC ARTS INDUSTRIES ASSOCIATION

15 (Signed) David Maclellan,

16 General Manager.

17
18
19 Gentlemen:

20 The Council of Printing Industries of
21 Ontario welcomes the opportunity of presenting its
22 views to the Select Committee on the subject of
23 occupational training in the graphic arts industry.

24 The Council is a non-profit association of
25 employers of labour within the graphic arts indus-
26 try who have united for common action on all
27 matters pertaining to industrial relations.
28 Its membership consists of 120 graphic arts
29 firms, in and around Metropolitan Toronto, em-
30 ploying in excess of 5,000 production employees.



1 The graphic arts industry is the largest
2 employer in Canadian manufacturing. All in

3 all the graphic arts directly employ more than
4 one million and forty thousand Canadians in
5 3,400 establishments -- consume nearly \$500

6 million annually in materials and services;
7 spend more than \$400 million in wages and produce
8 goods and services valued at \$1,400,000,000.

9 Due to its size and economic importance, the
10 graphic arts industry is able to make a substan-
11 tial contribution to the Canadian economy.

12 Because of its diversified scattered operations,
13 people have understandable difficulty in com-
14 prehending its size and economic importance --

15 although it employs three times as many Canadians
16 as primary iron and steel manufacturing and 50
17 per cent more than pulp and paper.

18 More than 50 per cent of all printing
19 and publishing produced in Canada emanates from
20 Metropolitan Toronto shops.

21 Printing is a dynamic industry and the
22 many technical changes and new processes create
23 a constant demand for qualified workers, trained
24 in the necessary skills.

25 The industry faces a serious shortage
26 of skilled and qualified personnel and there is
27 no visible indication that this situation is
28 showing any sign of improvement. Although the
29 beginning of this shortage is already apparent,
30 the full impact of it is yet to be felt. Many
studies have been made during the past years



1 regarding the population and labour force but
2 certain forecasts in recent months have shocked
3 us into a new awareness of the problem of an
4 "apprenticeship gap" in the next few years and
5 a looming shortage of qualified journeymen.
6 The situation is a source of grave concern to
7 the graphic arts industry.

8 In the next ten years, if corrective
9 measures are not taken, the gap between the supply
10 of skilled manpower and the demand for such man-
11 power by the printing industry will steadily
12 widen. Only action now with the full coopera-
13 tion of government, the educational authorities and
14 the printing industry can reverse this situation
15 and pave the way for an eventual appreciable im-
16 provement.

17 The terms of reference of the Select
18 Committee indicate that the needs of industry will
19 require much more manpower to handle the expected
20 volume of business in the next decade. It will be
21 appreciated, therefore, that the printing indus-
22 try's recruitment and training programmes for
23 the years ahead must be predicated upon this
24 premise.

25 The remedial action which the Council
26 deems necessary is embodied in the recommenda-
27 tions which will be presented later in this
28 memorandum. These recommendations were for-
29 mulated after careful committee study of the
30 European, particularly Great Britain, and the



1 U. S. graphic arts training facilities. It is
2 interesting to note that these countries were
3 confronted with essentially the same training
4 problems from fifteen to twenty-five years
5 ago in the graphic arts industry that we in
6 Canada face today.

7 The changing requirements of printing
8 industry employees skills as indicated by
9 developments in recent years and the move of the
10 industry toward the use of electronics and
11 automatic devices has pointed up strongly
12 the need for suitable training facilities to
13 accommodate these changing circumstances.

14 Because of the diversified nature of
15 the graphic arts industry and the mixture of
16 large and small plants, the industry has always
17 held a great deal of autonomy and thus has to a
18 great degree struggled along on its own. In the
19 past, the need for skilled manpower has been
20 satisfied largely through in-plant training
21 and immigration. These sources will no longer
22 meet the complex demands of the future in terms
23 of either quantity or quality. Among other
24 things, many of the smaller and medium sized shops,
25 which are organized for production, do not
26 have the equipment or facilities to provide the
27 diversified and complete training which is essen-
28 tial. The problem, therefore, is to find the
29 means of providing facilities and training con-
30 sistent with the skills in demand.



The need for the redirection and expansion of education is critical. The industry is not able to train enough apprentices to replace those who leave by natural attrition let alone to meet the growing demands of an expanding industry. This is also a matter of deep concern to the Unions. At the most recent International Typographical Union Convention it was pointed out that for every 8 ITU members who died, retired, or left the trade in the past year, only 3 apprentices were transferred to journeyman membership. It is obvious then that the situation calls for a high degree of coordination to ensure maximum integrated use of industrial and publicly operated training facilities and to establish new ones.

Observations

As equipment becomes more complicated through our exploding technology, skills heretofore unknown to the industry will be required. History has shown that the material prosperity of any country depends to a great degree on the general level of technical knowledge and efficiency. In order to keep abreast of new technical developments learning must, therefore, also be continuous. New problems, techniques, and information are a constant occurrence, therefore training must be broad enough to meet these developments. Left to its own course, this continuing process of learning is slow, fumbling,



1 and uncertain of satisfactory results. The
2 present skilled manpower crisis points up the need
3 for some radical changes in traditional training
4 methods.

5 On-the-job training must now be sup-
6 plemented by class room work in a trade school
7 designed for the purpose of teaching marketable
8 graphic arts skills not only to the apprentices
9 in training but also to journeymen who must
10 continually upgrade their skills and retrain for
11 new ones. A printing trade school with special-
12 ized equipment and fully trained instructors
13 offers the only solution to current skilled man-
14 power drought in the printing industry. This
15 training of course must be complementary to and
16 not in place of in-plant training.

17 Because of the high cost of graphic
18 arts machinery it might be well also to explore
19 the advantages of establishing a single or separate
20 graphic arts training centre instead of many
21 partially equipped vocational schools. This
22 would not only help to reduce training costs
23 but would afford the trainee the opportunity
24 of becoming familiar with the greatest variety
25 of equipment and differing techniques.

26 The Council feels that every possible
27 avenue of approach must be explored and action
28 taken to encourage and broaden training activities.
29 In the immediate post-war years (World War II) the
30 federal government did a remarkable job of



rehabilitation training for returned servicemen.

It is suggested that a plan such as was developed during that period be studied.

We are referring to the Graphic Arts directly.

It is expected that the province will cooperate to the utmost with federal authorities so that full advantage may be taken of the financial assistance made available by parliamentary enactment of the Technical and Vocational Training Assistance Act before March 31, 1963, after which the federal contribution to approved new school buildings, alterations, additions and equipment will be substantially reduced.

Providing technical training for apprentices and retraining for journeymen is the greatest service that vocational education can provide to the graphic arts industry. Better technical education and training adds value to what management, labour, education and the community have to sell.

Recommendations

1. The establishment of appropriate training facilities on three levels:

1. pre-employment training
2. supplemental training for apprentices
3. re-training courses for craftsmen whose skills have or may become obsolete.



2. A graphic arts industry Education Committee be formed to develop data, formulate recommendations, and advise the industry and educational authorities with respect to the operation of the above facilities. Educators have often expressed the desire for the security and encouragement which an industry education advisory committee can provide.

The committee's terms of reference should include:

- a. developing a comprehensive "master plan" of graphic arts education and training, encompassing industrial arts, vocational, technical, teacher training and in-plant training.
- b. providing a perpetual inventory of manpower needs of the graphic arts industry on which to base current and projected training and placement needs of the industry.
- c. evaluating and assisting in the improvement of the content of graphic arts education and training programmes in the various types of schools as well as in-plant training and other programmes.
- d. advising as to the kinds of equipment, instructional materials, and physical arrangement of equipment in schools.
- e. assisting in the determination of qualifications of instructors in accordance with the needs and requirements.
- f. advising as to the best utilization of



- 1 industry resources and manpower by the school
2 system.
- 3 g. strengthening general public and industry
4 relations.
- 5 h. assisting in the placement of graduates
6 of vocational schools and retrained journeymen.
- 7 i. studying the possibility of obtaining credit
8 toward apprenticeship of vocational school
9 graduates and other trained or partially
10 trained craftsmen.
- 11 j. investigating the possibility of establish-
12 ing a work-study or cooperative training pro-
13 gramme for students and apprentices.
- 14 k. provide scholarships and other financial
15 assistance to encourage young men to choose the
16 graphic arts industry as a career.

17 The Council would request the Select
18 Committee's most serious consideration of the
19 recommendations put forth in this memorandum.
20 These recommendations, we sincerely believe will
21 help to alleviate the critical shortage of
22 skilled manpower in the graphic arts industry.

23 The Council of Printing Industries is
24 most anxious to be of service to the Select
25 Committee whenever it is felt that it can be
26 of assistance.

27 Respectfully submitted.

28 W. E. Trevett

29 Chairman

E. C. Caldwell

General Manager



1 We do have appendices to this brief
2 which I think it would be advisable to read. We refer
3 to training facilities in England and we want to bring
4 the thinking into this line.

5 Appendix "A"

6 Training Facilities in England

7 Most of the technical printing pro-
8 grammes in England offer courses in well-equipped
9 shops and laboratories in the fields of
10 electrotyping, stereotyping, photoengraving,
11 photogravure, photography and bookbinding.
12 In addition, of course, are programmes in hand
13 composition, machine composition, letterpress
14 and lithography. The only school in North
15 America that compares to any extent to those
16 in England is the New York School of Printing.

17 Most of the students enrolled in the
18 printing courses in England attend for one full
19 day per week at the employer's expense and usually
20 one or two evenings a week on their own time.
21 Full-time students are of course also enrolled.

22 The instruction offered is to roundout
23 the apprentice's training in the plant.

24 Appendix "B"

25 The New York School of Printing

26 A tradition of close cooperation between
27 the Board of Education and the printing industry
28 (both management and labour) make it possible
29 to serve as a centre for apprentice training as
30



1 well as the city's central high school for
2 printing. This means that the building is
3 utilized for school purposes from early morning
4 until well into the evening. Its student
5 capacity is 2,727 at one time including 1,500 in
6 the high school department.

7 An Advisory Board for Vocational and
8 Extension Education provides an official channel
9 through which industry spokesmen could impress
10 their ideas and requirements for vocational educa-
11 tion upon school officials. It speaks with a
12 consistent voice on educational matters and
13 always keeps in sight the broad objectives of
14 the Board. Officials found from years of ex-
15 perience that printing had to be treated as a
16 distinct and separate type of vocational education,
17 not lumped in as one more department in multi-
18 trade vocational high schools. The department
19 of education and other local public officials
20 have a healthy respect for the size, influence
21 and economic importance of the printing industry
22 and its contribution to the community.

23 The success of close cooperation between
24 the Board of Education and the printing industry
25 over a period of thirty-three years is shown
26 by the fact that every boy who ever completed
27 his work at the school has obtained employment
28 in the printing field.
29
30



Appendix "C"

Training in the Printing Trades in the
City of Montreal and Vicinity.

The School of Graphic Arts in Montreal provides a full time course of three years leading to journeyman rating. The regular full time students are given credit towards their apprenticeship according to the number of years they have spent at the school. The courses in theoretical training include professional courses by means of demonstrations as well as general instructions in connection with the requirements of the printing trade, such as applied mathematics, French, English, and artistic training. A course in sociology is also taught.

Day courses of theoretical training at the School of Graphic Arts are obligatory for all shop apprentices in the first three years of apprenticeship and involve one complete day of attendance each week on the part of the shop apprentice. The inconvenience caused to the employer by losing the services of his apprentices for one day a week is reduced to a minimum by a scheme which allows regular students of the School of Graphic Arts to replace shop apprentices on the days that the latter are attending courses at the school. The advantages of this arrangement are twofold: it provides for the replacement of shop apprentices who are attending the school and it gives the regular students of the school an opportunity of working in the shop thus allowing them to gradually



London: 1911.

Report on the Education of the
City of London and its Environs.

The School of Graphic Arts and Printing.

Between a full time course of study, and
leading to a University degree, the school has

achieved a high standard of education in the

city of London and its environs.

The school has been established in the

city of London and its environs.

It is a school of the highest order, and

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1 acclimatize themselves to the atmosphere of a plant.

2 The professional training of apprentices
3 is carried on at the School of Graphic Arts and in the
4 shops concurrently; at the school under the direction of
5 instructors in charge of these courses; in the shop
6 under the supervision of qualified journeymen called
7 monitors, whose appointments are recommended by the
8 employers themselves, and whose duty it is to ensure
9 that apprentices acquire a maximum of proficiency at
10 each operation of the trade.

11 Apprentices who are in their 4th, 5th and
12 6th year of apprenticeship may follow evening speciali-
13 zation courses at the school for the purpose of
14 acquiring supplementary technical training in a
15 specialty of their choice. This method of supplemen-
16 tary training by evening courses is indispensable to
17 those employees who are fully employed in the daytime,
18 and who wish to progress in their trade. It also en-
19 sures employers of an adequate source of skilled labour
20 to fill the increasing needs of an ever-growing industry.

21 The professional training facilities of the
22 school are also extended to journeymen anxious to quali-
23 fy for, or to improve themselves, in order that they
24 might attain positions of more responsibility. The
25 value and utility of these courses (one each week) has
26 been proven by the continued high enrolment. These
27 journeymen who attend these evening specialization
28 courses add to both their professional standing and
29 their possibilities of promotion.

30 THE CHAIRMAN: Questions?

MR. EBERLEE: How does the present



1 apprenticeship system work?

2 MR. CALDWELL: I must admit we have
3 referred to this as a concern of the unions, and we are
4 talking in general terms of unions. We have about nine
5 or ten different unions involved in the printing trades.
6 Our apprenticeship is built by contract agreement of
7 ratio of apprentice to journeyman which varies with the
8 different branches of the graphic arts industry. Pre-
9 sently our training is to a degree which has been
10 stipulated by contract as to what is required training
11 within plants, however, and it is on a basis of
12 hour, four-year programme, with an increase of wages
13 every six months; and again, most of them on a six-year
14 basis.

15 Basically, there is no real requirement.
16 You take a man in, put him to work, and in many cases
17 he gets stuck in a specialized area and he knows little
18 or nothing of his field, of his particular branch. The
19 unions are endeavouring to get the employers to broaden
20 that scope because of our multiplicity and different
21 size of plants. He may have only a very restricted
22 amount of equipment, and at some later stage that man may
23 become unemployed and he is in a bad position to get
24 employment in another shop, because they may not need
25 him in that particular field.

26 MR. EBERLEE: Within the area of juris-
27 diction of I.T.U., is that correct to say that the
28 apprenticeship scheme is very much the I.T.U. scheme?

29 MR. CALDWELL: Yes. We are drawing
30 closer to that and working with them. We do have



1 apprenticeship committees.

2 MR. EBERLEE: I am thinking of the juris-
3 diction. Who issues the certificate which says the man
4 is qualified?

5 MR. CALDWELL: You are qualifying, a
6 union qualifying its own member. Not management and
7 union qualifying a man to accept him in the trade.
8 This is a union requirement in order to hold a journey-
9 man's card.

10 MR. EBERLEE: A man with an I.T.U.
11 journeyman card would be recognized as a qualified
12 journeyman?

13 MR. CALDWELL: This is not necessarily
14 so. I will have Mr. Trevett speak on this. He has a
15 better knowledge of it. This is not definitely true
16 today. Many a journeyman in our photography business
17 can only do one phase of the operation of setting type.
18 The new developments in the typographical field are
19 tremendous, electronically. Now, type can be set
20 by what we call cold type. It is set, not from metal,
21 but photographically to equipment such as teletype,
22 etc. If you want an enlargement, Mr. Trevett can
23 enlarge on it. We do not feel that he is getting that
24 training.

25 A number of our men think this is a
26 lack of a certain type of equipment. This is where
27 we wish the government can support it and put proper
28 equipment in schools. We are interested in non-union
29 members as well.

30 MR. EBERLEE: Do the unions look upon



1 the manpower situation in industry the same way as you
2 do; do they think there is a shortage?

3 MR. CALDWELL: Some unions definitely
4 believe there is a shortage, the typographical, the
5 letterpress unions, which are our basic, the people
6 in offset lithography, there is a need for training
7 and these people are open within the apprenticeship
8 ratio and allow us to take our own apprentices. Once
9 we take them on, they take over in training with a
10 union shop contract. There are one or two that
11 probably employ the minimum number.

12 We want to introduce new manpower, to get
13 rid of some of the older men. We want to return,
14 and these people would back us if we would be willing
15 to set up something if they do get out of work they
16 can qualify for any branch.

17 MR. EBERLEE: Does the printing indus-
18 try suffer directly from a lack of skilled people in
19 the sense that certain jobs cannot be done here in
20 this country and you have to import?

21 MR. CALDWELL: I wouldn't want to think
22 we are not capable.

23 MR. EBERLEE: There are some industries,
24 one industry we had here a few weeks ago, which I think
25 admitted that because of shortage of skilled help they
26 just couldn't do some jobs and therefore skills
27 were imported. They could not do them as economically
28 as they did in the States.

29 MR. CALDWELL: Not with us. In our
30 position, we are self-qualified to do our own printing.



1 We do say here there is a very important concept of
2 the whole thing. We do not think the people qualify
3 as productive as they should be in this day and age.
4 Therefore, we are in a position of competition from
5 outside our own country. We have competition and we
6 are losing work to other countries. Work is going out
7 of Ontario, going out of Canada to England, to the
8 other countries. This is not because we cannot handle
9 it. This is competition pricing. This is definitely
10 a great concern. We pay the highest. We equal that
11 of the States in many cases. We are in the high
12 bracket. We are in the North America bracket. For
13 that competition, we must have properly trained men.

14 MR. EBERLEE: As far as the United
15 States is concerned we are pretty well on the same
16 plane as they are. We can compete in the United
17 States.

18 MR. CALDWELL: We have a big problem in
19 that our probatory costs and expenses are equal to
20 those of the United States, but because of the popu-
21 lation of Canada we do not have the run. We do not
22 get the volume off the same set of types.

23 MR. EBERLEE: Does your Council repre-
24 sent the small printers?

25 MR. CALDWELL: Yes. I would say the
26 majority are small printers. Yes, we represent them
27 all on an equal basis. We would read the contracts
28 and negotiate contracts for as many as fifty different
29 companies at one time.

30 MR. EBERLEE: If it is desirable to



1 keep the printing industry alive, would you be of the
2 opinion, then, that this is one of the projects?

3 MR. CALDWELL: As I indicated to you,
4 we are interested, and in a sense affiliated with all
5 the other types of groups, any professional groups.
6 A group of people get together, their interests are the
7 same, as usual, interest in training and need for man-
8 power.

9 MR. THOMPSON: In connection with the
10 shortage that you predict in future skilled people, I
11 notice on page 2 "Certain forecasts in recent months
12 have shocked us into a new awareness of the problem ---".
13 Can you give us the source?

14 MR. CALDWELL: They are, first, in
15 terms of qualified manpower, not just picking somebody
16 off the street and saying we can get a man. It is not
17 the shortage of labour in that sense. It is the
18 shortage of people qualified to operate that equipment
19 that we have to put such an investment in. If you
20 people happened to be in Germany this spring, there
21 was a big equipment show called Drupa, a paper and
22 printing equipment show. When our people return from
23 those places and see the tremendous advances within
24 the two-year period, electronics control, electronics
25 colour control, operation of press, etc., then we
26 realize very forcibly if we were to keep up with the
27 times and invest in the equipment we would not be able
28 to man it.

29 MR. THOMPSON: In connection with this
30 the States have made this forecast and the reason



1 they make this is from personal tours?

2 MR. CALDWELL: Personal tour studies,
3 and information we have got from the States. This is
4 the forerunner of this situation here. The plants
5 are agreeing all along for technical training.

6 MR. THOMPSON: Has your industry done
7 a study that the States have?

8 MR. CALDWELL: They have made studies
9 in the States.

10 MR. THOMPSON: Has any department done
11 such a study here, not your industry or association?

12 MR. CALDWELL: We have not grown to
13 the proportion that we have been able to make a compre-
14 hensive study.

15 MR. THOMPSON: Was the study in your
16 association or government?

17 MR. CALDWELL: I think both areas.
18 We probably could get a great deal of information if
19 the Advisory Committee was put in a position of giving
20 that information.

21 MR. THOMPSON: I think there is a gap
22 in the government forecast.

23 MR. HARRIS: Is there anything being
24 done for industry over at Ryerson?

25 MR. CALDWELL: I am on the advisory
26 board of Ryerson and Mr. Parkinson is on the advisory
27 board, the regional rehabilitation board that imple-
28 mented the course at Ryerson. Frankly, I know under
29 the true sense of the word, they work into management
30 where they can get executive training which is basically



1 for management positions. It is not the productive
2 efforts.

3 MR. HARRIS: In Montreal where they
4 have the schools, the problem with the unions has been
5 coming in to us.

6 MR. CALDWELL: Unions are not negative
7 to a boy leaving it.

8 MR. HARRIS: I was wondering if the
9 regular apprentices in the trade, that might go to
10 school and belong to a union, are going to suffer?

11 MR. CALDWELL: I would say that that
12 would be controlled. I cannot answer this directly.
13 But this normally would be controlled by your printing
14 contract. Some contracts allow a union man, and an
15 apprentice is not necessarily a union man until he
16 becomes a journeyman. I would say if it was a very
17 closed shop, they would not allow him to go in that
18 particular shop.

19 MR. HARRIS: You have a situation in
20 Toronto of 5,000 employees.

21 MR. CALDWELL: Why five thousand employees
22 -- that is the council we represent. It is much
23 broader than 5,000.

24 MR. TREVETT: I would like to say the
25 Montreal school is composed of several schools and
26 four unions, open shop groups, the indenture by the
27 province, and it has the full cooperation of all the
28 unions that are involved and also the open shop. It
29 is a joint effort on the part of the province. It is
30 on the employers' side. It is represented by the



1 Parity Committee and it involves the French Union, the
2 Master Printers, as well as the Catholic Union, L.T.U.,
3 knowledge of French and broad non-union jurisdiction.
4 It applies all the way through the school.

5 MR. HARRIS: Everybody is working
6 together?

7 MR. CALDWELL: This would be our
8 definite hope. We do want it to cover all parties,
9 union and non-union.

10 MR. HARRIS: The apprentice in this
11 trade must take six years.

12 MR. CALDWELL: It varies from four to
13 six years. Basically it is a six-year apprenticeship.

14 THE CHAIRMAN: You said the apprentices
15 in ratio to journeymen vary in different plants.

16 MR. CALDWELL: No, with different union
17 contracts. The typographers would be necessarily
18 different to letterpress. It depends on the situation.

19 THE CHAIRMAN: What would the average be?

20 MR. CALDWELL: one to five. That
21 seems to stand out.

22 THE CHAIRMAN: One to five would be a
23 good ratio?

24 MR. CALDWELL: Yes.

25 THE CHAIRMAN: What about age limits?

26 MR. CALDWELL: Some of them are on
27 higher, a few a little lower age limit. There are a
28 few that stipulate an age limit, and it is around the
29 25-year mark, but this is only about one or two con-
30 tracts. To my knowledge, the rest of them do not



1 establish an age limit.

2 THE CHAIRMAN: Do you feel this should
3 be a designated or certified trade?

4 MR. CALDWELL: Could you explain
5 "designated"?

6 THE CHAIRMAN: Designated means desig-
7 nated by government. You have to serve an apprentice-
8 ship and get a certificate from the Department of Labour
9 before you could enter employment of a journeyman in
10 any of these trades.

11 MR. CALDWELL: I think we have to take
12 that under advisement. We have spelt that out between
13 groups.

14 MR. PARKINSON: Our industry has al-
15 ways gone uncertified.

16 MR. THOMPSON: If you have this
17 school -- you were thinking of Toronto for this central
18 school?

19 MR. CALDWELL: Yes. We think Toronto.
20 We have little trouble with people coming from other
21 parts of Ontario to Toronto -- they feel this is the
22 centre.

23 MR. THOMPSON: What do you think of
24 giving him some living allowance when he comes?

25 MR. CALDWELL: This is something that
26 would have to be worked out in the Committee and agree-
27 ment with different schools. I think it is a possi-
28 bility. It has been suggested there is some right-
29 ful expense. This is something we would have to work
30 out.



1 MR. THOMPSON: The printing jobs in
2 Toronto would have the onus of training the apprentice
3 in Toronto?

4 MR. CALDWELL: We have not necessarily
5 suggested this would be the procedure. In this case
6 there might have to be a variation; may have to apply
7 just with the Toronto plants, where the major centre is,
8 as compared to the rest. I think this could be worked
9 out satisfactorily.

10 THE CHAIRMAN: Cities like Kingston or
11 the Lakehead, do they have plants that do this type of
12 work?

13 MR. CALDWELL: We do not hear too much.
14 There are printing plants wherever there is a city.

15 MR. PARKINSON: Usually attached to the
16 local newspaper, and they do not have the facilities
17 that we have in and around Toronto.

18 MR. THOMPSON: There are some excellent
19 printing offices throughout the province. The City of
20 Kingston is noted for two very good firms. They do
21 not compare with the largest in Toronto, but I think
22 you would need to set up a system to cover all of them.

23 MR. CALDWELL: This is the intent.

24 MR. THOMPSON: You have not spoken in
25 the brief as to whether you think Ontario should have a
26 system of indenture apprentices as they did in Quebec.

27 MR. CALDWELL: I think Mr. Trevett
28 spoke about that.

29 MR. TREVETT: I realize there are
30 some conflicting views. As far as typography is



1 concerned, an indenture of apprentices is a very good
2 move. I know that the others will not necessarily
3 agree with it.

4 MR. CALDWELL: I think it depends on
5 the terms of indenturing. Indenturing can be a widely
6 stretched term.

7 MR. THOMPSON: Back in the old days it
8 was an agreement between a boy and employer. Of course,
9 that fell by the wayside long ago. We still have the
10 term without the meaning.

11 MR. PARKINSON: The man being retained
12 should have the privilege of moving around to study the
13 various facilities. He might be indentured by the
14 government or province. I would not go along with
15 indenture to any other employer.

16 MR. BRUNELLE: In Quebec they are
17 indentured.

18 MR. TREVETT: The matter of L.T.U.
19 printing programme is a question I do not think is
20 properly explored. This is a requirement of the
21 apprenticeship in the L.T.U. on purely a correspondence
22 course and purely theoretical. There is practically
23 no shop practice involved and this is a series of
24 lessons, quite a good one and quite useful over the
25 years, but a purely written course and in theory only.

26 MR. GISBORN: Has your Council any
27 record of drop-outs through apprenticeship programmes
28 that exist at the present time -- going on for a couple
29 of years and dropping out?

30 MR. CALDWELL: No. I have to answer



1 we have no direct record in that respect. We know of
2 situations, but no record.

3 MR. PARKINSON: I think we could get
4 figures on that.

5 MR. CALDWELL: If we get to any point
6 where we could get specific figures of assistance, we
7 would provide them or try to provide them.

8 MR. THOMPSON: It would probably be
9 lower than in some industries. They get inoculated
10 with the ink, and stay.

11 MR. CALDWELL: They pretty well stay
12 with the trade.

13 MR. THOMPSON: What would be the cost
14 of this centre?

15 MR. CALDWELL: We have to decide what
16 equipment, and such a diversified type of industry,
17 to cover the situation and new type of equipment. I
18 would not be prepared to give it.

19 MR. THOMPSON: I would imagine it would
20 be high if we want to keep up with the competition?

21 MR. CALDWELL: I agree. We have to
22 have a very fine centre.

23 MR. TREVETT: If we could take the
24 support of schools generally that are doing training
25 programmes in this area -- the equipment manufacturers
26 normally do some. For instance, the I.T.U. school
27 at Carlisle supervises all the equipment there that
28 has been given to the school by the manufacturers as
29 long as there is an indication that some training is
30 going on.



1 THE CHAIRMAN: Would that be modern
2 equipment?

3 MR. TREVETT: Yes, absolutely. All
4 the latest in photography, computer and electronics
5 fields.

6 MR. CALDWELL: Indication as to where
7 we need training rather than bringing them up through the
8 old school of apprenticeship. We might train a man
9 for four or five years and he would have no value
10 as a trained apprentice in that new equipment of such
11 a technical nature is introduced -- he wouldn't
12 have the knowledge of how to handle it. There are
13 tremendous strides being made by various companies,
14 du Pont, Kodak and IBM. They are all in the printing
15 trade devising new processes. They are working on
16 the research. I will not go into detail because I
17 personally know they have computers that actually
18 can transmit from one hand to another and at the same
19 time put on tape and set in type and be ready for
20 printing. We see the need of this retraining to
21 help the people who are already in the industry.

22 MR. GISBORN: You indicated that your
23 Council deals with several unions.

24 MR. CALDWELL: Yes, all the basic
25 printing unions.

26 MR. GISBORN: What are some of the
27 others?

28 MR. CALDWELL: There is the typography,
29 composition, photoengraving, electrotyping, stereo-
30 typing, photo-lithography, which is photo-lithographic



1 plate making, letterpress printing, lithographic
2 printing, different methods of printing, bookbinding.
3 We even tie in with colours. Not necessarily a craft,
4 but we deal with them at graphic arts. Some of these,
5 there are two branches to each of these with which we
6 have separate contracts.

7 MR. GISBORN: Does your Council repre-
8 sent Reid Press in Hamilton to do paper box work?

9 MR. CALDWELL: Through the Hamilton
10 group. They are notmembers of it. We do have
11 members as far as Brampton.

12 MR. GISBORN: In that type of industry
13 there are various occupations from what we call simply
14 semi-skilled workers on up to ---

15 MR. CALDWELL: Highly skilled. Depend
16 again in a sense of black and white colour operator
17 against a top-notch colour operator.

18 MR. GISBORN: I understand in the Reid
19 Press in Hamilton -- and I have some knowledge of it --
20 there are many semi-skilled workers and some you would
21 call unskilled workers. I know they have some of the
22 handicraft schools in Hamilton that have good training.
23 They take the children from the school and train them in
24 the jobs.

25 MR. CALDWELL: There are many operations,
26 but they are subsequent to the actual printing operation.
27 Greeting cards businesses are printers. They put
28 attachments on and bows of some nature and strings in
29 certain circumstances, and things that are not covered
30 as skilled craft. In some of these circumstances they
are covered by skilled craft.



1 MR. GISBORN: Run and folding?

2 MR. CALDWELL: That is our bookbinders.

3 MR. EBERLEE: If a government got into
4 a programme, how would the Council react to this pro-
5 gramme being financed by way of payroll levy on the
6 industry itself? In other words, the employers and
7 employees would actually contribute.

8 MR. CALDWELL: I think if we see a
9 similar situation, all this would have to be looked into.

10 MR. GISBORN: I guess in Quebec the
11 apprenticeship scheme is advanced.

12 MR. PARKINSON: It is a cent an hour
13 for making strictly between employer and employees
14 in Quebec.

15 MR. GISBORN: The employees, not the
16 union.

17 MR. PARKINSON: Employee, whether he is
18 a union man or not.

19 MR. GISBORN: On page 1, it states:
20 "Membership of the Council consists of 120 graphic
21 arts firms in and around Metropolitan Toronto em-
22 ploying in excess of 5,000 production employees,"
23 and down at the bottom of the page it also goes on
24 to state "In Canada they employ more than 104,000
25 Canadians in more than 3,400 establishments." At
26 the bottom of the page it says: "More than fifty
27 per cent of all printing and publishing produced in
28 Canada emanates from Metropolitan Toronto shops."

29 MR. CALDWELL: You cannot tie these
30 two figures together. We try to explain who the



1 Council is, what representation the Council has, a
2 paying membership. This is 5,000 production employees
3 are in our crafts covered by a craft agreement of some
4 form, not necessarily a party to an agreement. The
5 conditions of employment are covered by craft agree-
6 ment. Our plants represent many, many more, such as
7 you have said. If you take in officers, non-produc-
8 tion workers, non-craft workers, this figure would be
9 augmented. I believe the figure on even the craft
10 employees is 15,000 who are employed in this trade by
11 DRS, so we represent one-third of that. But, again,
12 this is a craft group. This is a highly skilled
13 group. This is the only basis on which we can get
14 authentic figures because this is the basis of our
15 membership. We do not want to make this look as
16 if we are talking for the whole industry in presenting
17 a brief. This is just to indicate who we are.

18 THE CHAIRMAN: Professor Logan?

19 PROFESSOR LOGAN: What about the news-
20 papers -- they are not included in this discussion,
21 are they, Globe and Mail and Star and Tely?

22 MR. CALDWELL: I wouldn't say they
23 would not be included. If we had such a school, they
24 would be happy to have their people trained in the
25 school.

26 PROFESSOR LOGAN: Dead-end training?

27 MR. CALDWELL: A newspaper man is not
28 thoroughly trained and not compatible to our com-
29 mercial field. There are a lot of newspaper men
30 out of work. We could not hire them. They are



1 specialists in the particular operation which is
2 newspaper printing.

3 PROFESSOR LOGAN: They are covered by
4 the unions?

5 MR. CALDWELL: Yes.

6 PROFESSOR LOGAN: There is a union?

7 MR. CALDWELL: Yes. They are basical-
8 ly covered by that union.

9 MR. THOMPSON: On page 4, in connection
10 with your typography arts centre, the inference I
11 read from the bottom of this page is that further
12 costs would be saved by having a coordinated graphic
13 arts centre. The inference I read is that you feel
14 the partial training that is given now around the
15 province is not broad enough?

16 MR. CALDWELL: Definitely not. Is
17 not broad enough or it may be too broad by scope of
18 training to piecemeal.

19 MR. THOMPSON: Might it not answer the
20 need of some small community where the apprentice,
21 the fellow taking the training, is going to be going
22 into? There are not too many printing jobs. He
23 does not need this broader training.

24 MR. CALDWELL: In Ryerson, taking it
25 on plan of printing management, we have a tremendous
26 participation from small printers who wish to have
27 them trained properly, and naturally they have some
28 interest of going back to the small centre. These
29 small places want somebody to help them out. They
30 do not have the facilities to train them.



1 MR. ROTHWELL: I believe it is true
2 that under this vocational training programme, where
3 vocational schools are not set up in secondary schools,
4 a lot of money has been spent on training. By having
5 a central school we can improve the training, not
6 eliminate the small ones you mentioned that may be
7 valuable in small centres, and also save the govern-
8 ment money.

9 THE CHAIRMAN: They actually, in the
10 technical school, need to put presses in.

11 MR. ROTHWELL: Yes.

12 THE CHAIRMAN: That is around Toronto
13 and the Metropolitan Area.

14 MR. TREVETT: Every technical school
15 has some sort of printing facilities and the best it can
16 do is give the slightest smattering of what type is
17 and what happens when that type is impressed on
18 paper.

19 MR. PARKINSON: The student gets no
20 credit when he comes out of school.

21 THE CHAIRMAN: I think that respon-
22 sibility lies with your local school board. That
23 happens around Toronto or Hamilton but does not happen
24 anywhere else.

25 MR. TREVETT: It is in Toronto.

26 MR. PARKINSON: Yes.

27 THE CHAIRMAN: I know of it at no other
28 place.

29 MR. BOYER: I think we should say for
30 the record, in Toronto there are old established



1 technical schools which have good printing courses.

2 MR. CALDWELL: That is not the inten-
3 tion in connection with vocational schools which are
4 being established in small centres, places as small as
5 three thousand people, throughout this province.

6 MR. BOYER: How many such schools --
7 are there one hundred and fifty?

8 THE CHAIRMAN: There are four in my
9 immediate area being built, and there won't be any
10 printing courses.

11 MR. THOMPSON: Outside of Toronto, in
12 the vocational schools there is really no equipment
13 to teach any printing.

14 THE CHAIRMAN: Not at all in the
15 schools I know of. There is nothing outside of com-
16 mercial courses, typing.

17 MR. CALDWELL: It does not qualify
18 them for the trade. In any of these school training
19 courses today, we want something that will qualify a
20 man.

21 MR. THOMPSON: I am from Toronto, and
22 you say there are these large printing places around
23 the Toronto area and Hamilton which are obsolete as
24 far as training facilities are concerned?

25 MR. TREVETT: Central Tech Danforth
26 and every technical school in the city has a printing
27 department as such, equipped with presses and type
28 faces, and normal facilities for just a smattering of
29 knowledge of the printing industry, and the printing
30 course is on the curriculum of the technical schools.



1 THE CHAIRMAN: At Ryerson?

2 MR. TREVETT: Of course this is a
3 slightly different thing at Ryerson.

4 MR. THOMPSON: The ones in technical
5 schools in Toronto the training is obsolete, and also
6 the machinery, and it is given no recognition by you?

7 MR. TREVETT: That is right.

8 MR. CALDWELL: It interests a person to
9 enter the trade -- this is what printing is, and it
10 creates an interest to go on and look.

11 MR. CARRUTHERS: Going to the vocational
12 part of the secondary school, is there any course they
13 may take to assist them in this? Unless he does
14 have some idea of going into the trade, he may go
15 into the vocational part of the school and take up a
16 similar line of work?

17 MR. CALDWELL: It would be up to us
18 to interest these schools to interest them in this
19 fast-growing industry. If you go to a vocational
20 school it is basically a technical school. They
21 are channelled into this industry. This is about all
22 this training does.

23 MR. PARKINSON: The New York School
24 takes them through academically as well as printing.

25 MR. BRUNELLE: I was wondering about
26 the educational requirements. At the present time
27 what are the educational requirements?

28 MR. CALDWELL: For apprentices, what
29 grade -- in a number of unions there is none. It is
30 growing now with this interest of Grade 10 or



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30 growing now with this interest of Grade 10 or



THE CHAIRMAN: Mr. Thompson.

MR. THOMPSON: Of course this is a

MR. THOMPSON: The ones in business

schools in Toronto the training is obsolete, and also the machinery, and it is never recognized by you.

MR. THOMPSON: Good to know.

MR. JACOBSON: It represents a person to

enter the grade -- that is what we are doing, and it

represents an individual who is on the whole

MR. JACOBSON: Going to the vocational

part of the secondary school, it means a person that

may take to making things or doing things in some

have some idea of doing things and doing things in

into the vocational part of the school and then up a

similar line of work.

MR. JACOBSON: It would be as to us

to transfer these schools to different places in this

last-minute thing. It is not a vocational

school it is really a technical school. They

are changing into this way. This is about all

the training.

MR. JACKSON: The New York School

says that these schools are still as printing.

MR. JACKSON: I am wondering about

the educational requirements. At the present time

what are the educational requirements?

grades -- in a number of unions there is none. It is

growing now with this movement of grades 10 to



1 equivalent. We have that written in, as a matter of
2 fact, in some of the contracts.

3 MR. BRUNELLE: If a school were estab-
4 lished like the Graphic School of Arts in Montreal,
5 what grade would they have to have in order to be
6 admitted?

7 MR. CALDWELL: I cannot answer that.

8 MR. TREVETT: I think it is Grade 10.

9 MR. THOMPSON: I think that aside from
10 composition and typesetting, it is important for a
11 man to have a higher education if possible. I
12 suggest to you that the study of Latin is good for
13 a man who is going to be setting type -- knowing how
14 to divide a word. How you are going to stipulate
15 that in your apprenticeship programme, I don't know.
16 It seems to me, in the typographical side you should
17 ask for some higher grade of education. You have
18 a combination of academic and technical that you
19 do not have in any other industry.

20 MR. CALDWELL: It is important, the
21 statement you made. It is important that you have
22 a high level of education in the electronics field
23 because the presses today are not the same as the
24 presses in the old days. Most of our presses still
25 in existence are proven now, not competitive with
26 the new technically developed presses which are run
27 electronically -- inserting plates and getting
28 register of plates and variation of power during the
29 run of the presses. You have seen one piece of
30 printing with lovely colour and some half the colour.



fact, in some of the cases.

MR. TOWNSEND: In a school were satisfied

with the the results of the work?

What would they have to have in order to be

satisfied?

MR. TOWNSEND: I cannot answer that.

MR. TOWNSEND: I think it is good to

MR. TOWNSEND: I think that what they

composition and the results of it is important to a

and to have a higher standard of results.

and to you that the body of the work is

a man who is going to be satisfied with the work.

to find a word, and you are going to be

that is your responsibility, and I think

it seems to me, in the time of the work

ask for more than what is required, and have

a combination of the two and then you

do not have to any other method.

MR. TOWNSEND: I am not sure, but

statement of results. It is important that you have

a high level of education in the classroom.

because the more you have, the more you are

progress in the work. Most of our progress is

in education are given to, not competitive with

the new technically developed progress in the work.

the progress -- in the work and results.

regard of the work and results of the work.

run of the progress. You have seen one piece of

thing with the work and results of the work.



1 This left it to the man's judgment. The man had to
2 develop a skill of colour from visual appearance. He
3 had to manage the press by according to what he saw,
4 back and forth, as to whether he was in register to it.
5 Today, they have an electronic scanning device. In a
6 sense, scan the colour and relate it back to the
7 individual and he has to know how to operate that
8 equipment. All devices of this nature become a very
9 physical part of the training. The smaller plant has
10 to take these on to be competitive. These are the
11 people we are looking for.

12 MR. TREVETT: It takes a little while
13 to group these forces. There is in Washington now
14 the National Education Council on Graphic Arts, which
15 is doing a cross-continent job by guidance councillors
16 all over the country. Scholarships are provided, and,
17 for the first time, this last year these scholarships
18 were made available in Canada. This is by contri-
19 bution by firms into the Educational Research Council
20 and this is the programme which is quite good. We
21 had an opportunity to distribute a series of posters
22 that went to all guidance councillors to attract a
23 better grade of students into the graphic arts field.
24 It is still in its infancy.

25 MR. CALDWELL: We are members of that
26 organization and are happy to contribute to that to
27 our own advantage.

28 MR. HARRIS: On page 6 under No. 1,
29 Recommendation No. 3, you say: "Retraining courses
30 for craftsmen whose skills have or may become obsolete."



1 Probably in your own industry?

2 MR. CALDWELL: Yes.

3 MR. HARRIS: I am wondering, when the
4 other man's trade has dried up in some industries foreign
5 to this, is there any place that he could fit into
6 yours?

7 MR. CALDWELL: He would come in to the
8 apprenticeship.

9 MR. HARRIS: This is such a highly
10 skilled business, a man of my age, if his trade sud-
11 denly dried up, it would not be wise to start in here.
12 There is no room for the unemployed to be trained.

13 MR. CALDWELL: I think our concern is
14 the people in the trade.

15 MR. HARRIS: You cannot give any con-
16 sideration to the other man?

17 MR. CALDWELL: I cannot answer that,
18 which comes first, and I have to take a look at that
19 at a later day.

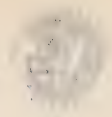
20 THE CHAIRMAN: Somebody has training
21 on other equipment such as the IBM. They would fit
22 in?

23 MR. CALDWELL: It is possible.

24 THE CHAIRMAN: Although they never
25 worked in the industry?

26 MR. CALDWELL: Somebody with technical
27 knowledge from some other industry would fit in. This
28 could even be at a higher level of employment than
29 at the actual productive level.

30 MR. CARRUTHERS: You say Grade 10



Probably in your own industry?

MR. GARDNER: Yes.

MR. GARDNER: I am not sure whether the

other man's name was called up in some connection with

to him, as there was some time he could not find

MR. GARDNER: I am not sure whether the

MR. GARDNER: I am not sure whether the

called attention to the fact that the

being called out was not in the list of names

There is no record of the name of the

MR. GARDNER: I am not sure whether the

the people in the

MR. GARDNER: I am not sure whether the

identified as the

MR. GARDNER: I am not sure whether the

which came first and I am not sure whether the

as a later

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knowledge from some other industry would be

would even be at a higher level of development than

at the actual productive level.

MR. GARDNER: I am not sure whether the



1 academic standing. I think this is a trade which you
2 want the student of ability to Grade 12 or Grade 13.

3 MR. CALDWELL: Yes, and I think this
4 will be upgraded as these courses come into play.
5 Definitely this will be upgraded.

6 MR. CARRUTHERS: Grade 10 is the grade
7 the student makes up his mind if he is going into the
8 academic or the vocational field. The guidance
9 councillors have to direct him into the trade.

10 MR. CALDWELL: Yes. I think it
11 should be very carefully screened. We would have the
12 Advisory Board, or with the unions, in this case, to
13 take a look at them. If there are two people who come
14 up for apprenticeship, we would take the one with
15 Grade 11 or Grade 12 before the one with Grade 10
16 schooling.

17 MR. PARKINSON: I think the industry
18 would work very closely with the councillors.

19 MR. CALDWELL: Our interest is top-
20 flight people, and this is what we want upgrade to.

21 MR. BRUNELLE: In view of the importance
22 in industry, that the graphic arts industry is the
23 largest employer in Canadian manufacturing, and in
24 view of what has been said this morning, and also
25 keeping in mind the federal financial assistance may
26 end on March 31st, 1963, is there a strong movement
27 by your Council to representation being made to
28 establish a trade school?

29 MR. CALDWELL: This has been our first
30 opportunity. We have tried to do it at lower levels

academic standing. I think this is a phase which you

want the student of ability to move to grade 12 or grade 13.

MR. CALDWELL: Yes, and I think these

will be up ahead as these courses come into play.

Definitely this will be in the

MR. CALDWELL: This is the grade

the student will go up into grade 12 or 13, and into the

academic in the next year, in 13, the student

will have to do the same in grade 12.

MR. CALDWELL: Yes, I think it

should be very carefully considered. We should have the

Advisory Board, or with the Board, in mind, so

take a look at it. I think the Board was con-

vinced for appropriateness, so I think this one

grade 12 or grade 13, and the grade 12

meeting

MR. CALDWELL: I think the meeting

would be with a view to the committee.

MR. CALDWELL: Yes, that is a con-

tinuing process, and this is what we want to do.

MR. CALDWELL: In view of the importance

in industry, that the people are looking in the

far east, and in Japan, for example, and in

view of what has been said this morning, and also

regarding the Federal Reserve Board, and the

and on the part of the Federal Reserve Board,

by the Council to the Federal Reserve Board

establish a Federal Reserve

MR. CALDWELL: This has been our first

step. We have tried to do it at least twice



1 with the Board of Education, and so forth. We have
2 never been able to get to this point, to speak in
3 front of anybody. We have talked to individuals.
4 When they get to Board level, it is squashed. We
5 were vitally interested a year ago with the trades
6 and they just dropped it like a hot potato and never
7 got a chance to get together. We hope this is the
8 spearhead. We think this is the place to start.

9 MR. BOYER: Do you think in the schools
10 you have to have all crafts, even photoengraving?

11 MR. CALDWELL: Maybe not at the start.
12 You creep before you walk. I think some of them are
13 more major than others. This would have to be
14 taken under advisement.

15 MR. BOYER: You mentioned previously
16 about West Germany having these machines, automation
17 machines.

18 MR. CALDWELL: I was not referring to
19 West Germany. The show was held there. It would
20 have machines from all over the continent. It is an
21 accumulation of all the latest type of equipment.

22 MR. BOYER: Would not this mean a fore-
23 cast? There is going to be a need for highly skilled
24 people.

25 MR. CALDWELL: This is possible, naturally.
26 But, you pick them up. There are other areas. This
27 is why we think retraining is necessary somewhere
28 along this line. By automation you kill one branch
29 of the graphic arts industry, and this man has been a
30 specialist, and you increase the other one. You take



with the Department of Agriculture, and so forth. We have
never been able to get to this point, to speak in
terms of a single, or even a few, individuals.
When they get to the point, as it is reached, in
which they are no longer interested, with the people
and that kind of thing, it is not of course any more
not a concern of the Government. We hope this is the
impression. We have been in the past, and we are
again.

It is not, I think, a very good idea to have
you have to be a little bit more in the
middle of the road, and not to be too
far from the center, and not to be too
near the edge. It is a matter of balance.

It is not, I think, a very good idea to have
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middle of the road, and not to be too
far from the center, and not to be too
near the edge. It is a matter of balance.

MR. ROYER: Would not this mean a loss-
cost? There is going to be a need for highly skilled
people.
It is not, I think, a very good idea to have
you have to be a little bit more in the
middle of the road, and not to be too
far from the center, and not to be too
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near the edge. It is a matter of balance.



1 him from one to the other. You want this man to be
2 trained in such a versatile manner he can go over to
3 where the production increases by development. I do
4 not think I can explain to you directly just how this
5 will come. Naturally, automation does reduce the
6 number of people.

7 MR. THOMPSON: Automation will not
8 create more jobs for people, but highly technical jobs?

9 MR. CALDWELL: Yes.

10 MR. TREVETT: Thinking has been broaden-
11 ing so much into a wide field of communication. A
12 part of this field is the communication of symbols,
13 for instance, RBM, RCA. Everybody is interested in
14 the graphic arts. Essentially, if you are going to
15 broaden the whole range of activities, there is every
16 reason why IBM should be interested, because this is
17 really communications. The whole field of what we
18 have termed, over many, many years, as graphic arts
19 is going out to such a wide horizon that we cannot see
20 where it might end. Despite the fact that a degree
21 of automation has come in to the graphic arts, nothing
22 yet has come up other than the facsimilie transmission.

23 For instance, you will know there is
24 a whole series of newspapers that are published in
25 Japan that are entirely done by facsimilie. The
26 Wall Street Journal is published on the west coast
27 simultaneously with The Times. These things are
28 possible. I do not think automation is involved in
29 the sense you are speaking of.

30 THE CHAIRMAN: Gentlemen, we have another



1 brief at eleven-thirty.

2 I would like to take this opportunity,
3 on behalf of the Committee, to thank you and your
4 group for preparing and presenting this brief and
5 discussing it with us this morning.

6 MR. CALDWELL: Thank you for the very
7 intent hearing.

8
9
10 SUBMISSION OF
11 THE ONTARIO BEAUTY SCHOOL ASSOCIATION

12 THE CHAIRMAN: Gentlemen, we have a
13 group from The Ontario Beauty School Association. Mr.
14 Taylor is going to read their brief. I would ask
15 Mr. Taylor if he would come up here.

16 MR. TAYLOR: We have with us the
17 President of the Association, Mr. Abbs, and he will
18 read the brief. If there are any questions pertain-
19 ing to the brief, he can probably carry them. If not,
20 I will carry them.

21 THE CHAIRMAN: Mr. Abbs, would you
22 like to introduce the rest of your delegation?

23 MR. ABBS: Gentlemen, I would like to
24 introduce the President of the Beauty School Associa-
25 tion, also a member of the Provincial Advisory
26 Committee, and member and past-president of the
27 Hairdressers Association, and consultant, Mr. Taylor; Mr.
28 Nye, Committee Chairman; Mr. Ready will be appearing
29 later, but presently is in conference with Mr. McNeill
30 at 8 York Street.



1 Mr. Chairman and members of the Select
2 Committee on Manpower Training of the Ontario Legis-
3 lative Assembly: we, representing the Ontario Beauty
4 School Association, present this brief for your infor-
5 mation and as a continuance of our cooperation with
6 all persons and organizations working for the desig-
7 nated trade of hairdressing. To further this purpose,
8 we shall be pleased to make additional copies of
9 this brief available to the Honourable W. K. Warrender,
10 Q.C., Minister of Labour; to Mr. J. B. Metzler, Deputy
11 Minister of Labour; to Mr. D. C. McNeill, Director of
12 Apprenticeship and to all members of the Provincial
13 Advisory Committee for our vocation.

14 Our members have in the past demonstrated
15 their interest in bringing about and maintaining a
16 high standard in all phases of the hairdressing trade.
17 At this time our brief shall be limited to describing
18 the orderly development of the skills, knowledge and
19 attitude needed by persons taking up this career.
20 We believe these factors to be properly within the
21 scope of your inquiry, and therefore hope that our
22 factual presentation will give your Committee a
23 better understanding of manpower training as it is
24 related to hairdressing.

25 Hairdressing or cosmetology is one of the
26 oldest and most honourable of professions. Since the
27 dawn of time human beings have attempted to beautify
28 themselves and their hair styles have been regarded as
29 a mark of culture. Hairdressers are creators of beauty
30 and while we now have many mechanical inventions and





1 scientific marvels, basically the results still
2 depend upon the training of the operator.

3 Particularly in the last two decades the
4 standard of the trade in Ontario has risen, and upon
5 investigation you will find that the members of the
6 Ontario Beauty School Association have assisted in
7 every measure to this end. Just last year, Mr. N.
8 Green, a past president of our Association, provided
9 the Provincial Advisory Committee with a brief giving
10 constructive suggestions for the betterment of the
11 hairdressing trade. I am sure that your Director of
12 Research, Dr. Crispo, could secure copies of that
13 brief.

14 In years past, a person desiring to enter
15 hairdressing would learn the trade as an apprentice.
16 They would be indentured or hired by an experienced
17 or an established operator and their lessons would
18 consist of the most menial and least educational
19 tasks in the shop. Even today the Department of
20 Labour does not question the ability of the operator
21 to meet given standards of their ability to teach
22 this art to the apprentice.

23 Tables Nos. 1 and 2 give us a picture of
24 the result of this method of securing new entrants to
25 the trade. Here we see that over the past ten years
26 an average of forty persons per year earned their
27 certificate of apprenticeship. If this trade had
28 only apprenticeship to rely upon, then by this time
29 it would have sunk to very low levels. If, indeed,
30 apprenticeship is to be maintained, the department must,



THE UNITED STATES DEPARTMENT OF JUSTICE

Legend upon the receipt of the report.

Respectfully, in the last two decades the

standards of the trade in which the world, and upon

investigation you will find that the members of the

Chicago Board of Trade have been established in

every market in the world, and that with regard to the

board, a vast amount of the information, provided

the Provisional Advisory Committee with a brief, giving

constructive information on the conduct of the

administration, and a full and complete history of

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board.

In fact, it is a very interesting and

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1 firstly, determine the qualifications of the operator
2 instructing the apprentice; maintain apprenticeship
3 ratios; and ensure that the apprentice reaches higher
4 standards each year.

5 The hairdressing trade, as we have seen
6 from the charts is truly fortunate that it did not have
7 to look solely to apprenticeship for new entrants into
8 their field. If you will look again at Tables Nos.
9 1 and 2, you will note that by far the largest number
10 of persons entered the trade through graduation at a
11 licensed trade school authorized to teach hairdressing.
12 Most persons choosing a career will, surely, base their
13 choice of training upon sound facts. When we see
14 that one method of training is selected by nearly
15 95 per cent of new entrants into a trade, then it
16 behoooves the government to improve and encourage that
17 method of training, and look into the abandonment of an
18 unsatisfactory and expensive apprenticeship programme.

19 Registration, cancellation and gradua-
20 tion of apprentices in the designated trade of hair-
21 dressing are loading unnecessary work and expense
22 onto the Apprenticeship Branch of the Department of
23 Labour. While it is very difficult to determine the
24 cost involved, Table No. 3 does show annual cost of
25 this department and then goes on to relate the cost to
26 these three factors: (a) total contracts active during
27 fiscal year; (b) certificates of apprenticeship issued
28 in all designated trades each year; and (c) net
29 registration of apprentices in the trades. Regard-
30 less of how we try to explain the distribution of



1 the cost of operating the Apprenticeship Branch, we
2 are faced with the fact that over the past eight years
3 that department spent over six million dollars and
4 provided fewer newly trained persons to the designated
5 trades than the number of persons trained by the
6 licensed beauty schools of Ontario, who, through private
7 enterprise, achieved their record at no cost to the
8 taxpayer or to the trade.

9 In Ontario we have set up satisfactory
10 standards for the training of hairdressers. Each
11 school must meet certain requirements prescribed by
12 the Industry and Labour Board; their instructors
13 have taken a special preparatory course and have
14 proved their qualifications. The school must maintain
15 a ratio of one instructor to every ten students.

16 Table No. 2 shows us that over 96 per cent
17 of all graduates pass their examination for certifi-
18 cate of qualifications during the calendar year they
19 graduate. This does not mean that the other 4 per
20 cent do not pass. While records are not published
21 concerning their final status, most of these cannot,
22 for some reason, take their examinations at the proper
23 time. They are normally examined and passed during
24 the next calendar year. Records of the schools indi-
25 cate that over 98 per cent of all graduates secure
26 their certificate of Qualification after passing
27 the required examinations. This is indeed a record
28 to be proud of.

29 For the period 1954-1959, Mr. A. Ready,
30 District Manager for the Marvel Hairdressing Schools,

1997



1 had occasion to follow up the status of graduates of
2 his schools. Mr. Ready is with us today to give you
3 the results of his findings. Needless to say, the
4 Ontario Beauty School Association is proud of the high
5 level of successful graduates and we are sure that they
6 contribute immeasurably to the progress of the hair-
7 dressing trade.

8 Hairdressing is a personal service
9 occupation giving direct and indirect employment to
10 nearly twenty thousand persons in our province. At
11 last year's hearings before the Committee on Manpower
12 and Employment of the Canadian Senate it was pointed
13 out that personal service trades have enjoyed a
14 rapid increase over the past ten years. Material
15 presented at that time shows that personal service
16 trades enjoy a rapid rate of growth with minimal
17 seasonal unemployment.

18 The only real question concerning man-
19 power training in this trade is evidently "What can be
20 done to assist and encourage licensed trade schools?"
21 At the present time this important segment of the
22 trade is ignored, discouraged and hindered to the
23 point that private capital hesitates to invest the
24 funds required for long term improvements because at
25 any time the practices proposed by the apprenticeship
26 branch could put the schools out of business.

27 This same question has been reviewed by
28 a large number of the states in the United States, and,
29 as pointed out in last year's brief by Mr. Green, the
30 answer in the majority of cases was: entry into this



1 trade only through compulsory training at a licensed
2 trade school. This method only assures complete
3 training to every new entrant into the trade and
4 at the same time gives stability to the schools,
5 who in turn are required to meet the challenge of
6 competition and regulations. We already have basic
7 standards for an effective training programme.
8 Future direction and progress can be assured by re-
9 vision of the present Provincial Advisory Council
10 for the Hairdressing Trade to include one-third
11 of members from employers engaged in the trade, one-
12 third from employees engaged in the trade and one-third
13 from representatives of licensed schools in Ontario.
14 A chairman and a secretary for this committee should
15 be chosen by vote from its members and no person
16 should be appointed a member for a period longer
17 than two years.

18 The hairdressing trade is one of three
19 trades given the right to have its operators certified
20 and issued certificates of qualification. During the
21 past fiscal year hairdressers have paid \$78,173.35 to
22 the Department of Labour for examinations, certificates
23 of qualification, and trade school licences. In the
24 past, the Ontario Beauty Schools helped at their own
25 expense to train examiners, and hereby express their
26 willingness to do the same in the future. Our members
27 also, in many cases, provide premises and equipment for
28 examinations without cost to the department. Our
29 trade is evidently willing to pay its own way. Why
30 not remove it from the regulations of the Apprentice-



be made only through contracts containing a license
 requiring the carrier to comply with the rules and
 of the same time given liability to the schools,
 who in turn are required to meet the challenge of
 competition and responsibility. We already have basic
 standards for an effective training program.
 before discussed and programs can be assessed by re-
 vision of the present program in many details.
 for the relationship there to include one-third
 of members from employers engaged in the trade, one-
 third from employees engaged in the trade and one-third
 from representatives of licensed schools in Ontario.
 a chairman and a secretary for this committee should
 be chosen by vote from the members and no person
 should be elected a member for a period longer
 than two years.
 the relationship trade in one of these
 would then be able to have the necessary certified
 and licensed representatives of each sector. During the
 past several years representatives have paid \$7,173.25 to
 the Department of Labor for examinations, certificates
 of qualification, and trade school licenses. In the
 past, the Ontario School Boards helped in their own
 expense to train students, and hereby express their
 willingness to do the same in the future. Our members
 also, in many cases, provide supplies and equipment for
 examinations which cost in the department. Our
 trade is evidently willing to pay its own way. Why
 not remove it from the jurisdiction of the Apprentices-



1 ship Act and put it under a separate Tradesmen's
2 Qualification Act? Let this Act specify that per-
3 sons supervising examinations and inspecting the
4 trade be selected from those qualified as hair-
5 dressers.

6 In summary, we would like to draw your
7 attention to the following points covered by our
8 brief:

- 9 A. Remove this personal service trade from the
10 Apprenticeship Act and set up a new Act not
11 connected with the Apprenticeship Branch.
12 The new Act will utilize the useful features
13 of certification and regulations.
- 14 B. Trade schools properly operated under
15 guidance of responsible members of the trade
16 should be the required and only method for
17 entrance to the hairdressing trade.
- 18 C. Present standards of training should be
19 the minimum standard for the trade and a re-
20 constituted Advisory Committee should investi-
21 gate such changes as will improve the trade.
- 22 D. It should be recognized that competitive
23 schools operated by private capital are
24 desirable and should be encouraged.
- 25 E. Supervising examiners and inspectors should
26 come from the persons already qualified and
27 experienced in this trade, upon recommendation
28 of the Advisory Committee.
- 29 F. Since the taxpayer does subsidize training and
30 apprenticeship in other trades, and the Ontario



Qualification how? Let this Act specify that per-

sons, generally, should be able to represent the

public in various ways (including as being-

in the way of being able to draw your

attention to the following points covered by our

1. There is a considerable amount of time from the

amount of time, and it is not up to the Act but

consequently, it is a very serious matter.

It is not for all of the time, and the amount

of attention will be limited.

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Beauty Schools fulfill the training functions of the apprenticeship branch, the taxpayer would receive more results for his money if it encouraged attendance at a licensed trade school. This could easily be achieved by granting a subsidy to a student upon satisfactory graduation and perhaps a further subsidy upon proof of certain time worked at the trade.

Indentured apprenticeship as practised in the hairdressing trade is an expensive and inefficient method of training persons for employment in our trade. We offer an alternative method that is producing the necessary trained persons required to maintain the high growth of the hairdressing trade in this province, and assure improved standards.

MR. THOMPSON: Is there any other trade or occupation in Ontario in which there has been government legislation saying that in order to work at this trade or occupation you must go through a private trades school to get a certificate?

MR. ABBS: Maybe the motor mechanics come under that class.

THE CHAIRMAN: They must go through a trade school.

MR. ABBS: There is nothing to say they must. I believe they get credits.

MR. THOMPSON: You are suggesting that we should make this compulsory, you must go through a



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Chart # 1. PROVINCE OF ONTARIO

SOURCE OF NEW ENTRANTS FROM APPRENTICESHIP AND TRADE SCHOOLS TO THE HAIRDRESSING TRADE

Enclosed area represents student Graduates who received Certificate of Qualification

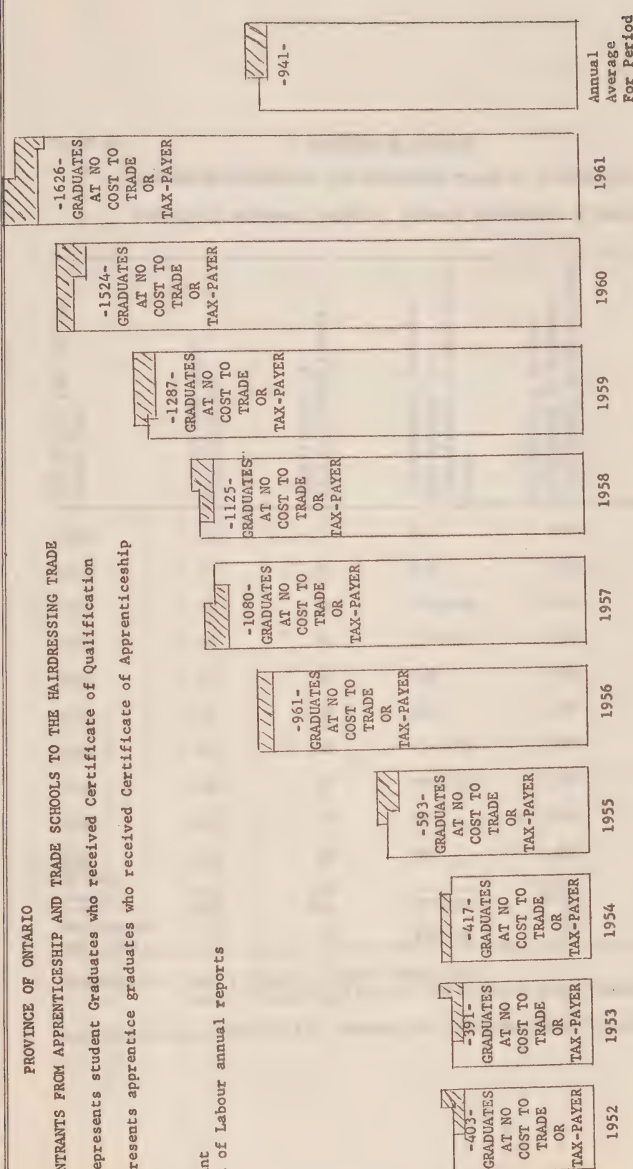
Shaded area represents apprentice graduates who received Certificate of Apprenticeship

Compiled by:

PAUL F. TAYLOR

Labour Consultant

From Department of Labour annual reports



USEFUL FIGURES FOR YOUR REFERENCE

FISCAL YEAR	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	Annual Average For Period
TOTAL C. OF A.	21	26	29	34	31	40	38	51	44	82	
TOTAL C. OF Q.	6,393	6,359	2,374	8,860	6,749	9,404	9,988	11,251	13,380	12,357	9,212
FEES PAID IN BY TRADE	\$8,658	\$8,698	\$9,832	\$11,273	\$9,972	\$14,293	\$15,283	\$17,540	\$44,867	\$78,173	\$21,858



1. Name of the plant: *...*
2. Name of the collector: *...*
3. Date of collection: *...*
4. Locality: *...*

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Chart #2.

PROVINCE OF ONTARIO

STATISTICS CONCERNING THE DESIGNATED TRADE OF HAIRDRESSING

Compiled from Annual Reports: Ontario Department of Labour

For fiscal year ending March 31st.	Net New Apprentice Registrations.	Certificates of Apprenticeship issued.	% Apprentice Graduates Who Qualify for Certificate of Apprentice- ship.	Hairstressing Student Graduating in Calendar year ending in fiscal year.	% of Graduates Who Qualified for Certificate of Qualification.
1952	36	21	61%	403	96-3/4%
1953	43	26	84%	391	97-1/2%
1954	31	29	76-1/4%	417	98%
1955	60	34	77-1/2%	593	99%
1956	75	31	86%	961	99-1/2%
1957	52	40	91%	1,080	97-1/2%
1958	69	38	77-1/2%	1,125	98%
1959	138	51	92-1/2%	1,287	92-3/4%
1960	127	44	90%	1,524	92-3/4%
1961	198	82	88%	1,626	94-3/4%
10 year totals:	829	396	-----	9,407	-----
Average for each year:	83	40	82-1/2%	941	96-3/4%

Compiled by: Paul F. Taylor, Labour Consultant.
Taylor Consulting Service, 504 Victoria Ave., Windsor, Ontario.

Supplied for your information, courtesy of: Ontario Beauty School Association.



Table 48

1934-35

STATISTICS CONCERNING THE ECONOMIC LIFE OF THE NATION
Compiled from various sources; figures in thousands of dollars

Year	Value added in manufacturing	Value added in construction	Value added in transportation and communication	Value added in other services	Value added in agriculture, forestry and fishing	Value added in mining and quarrying	Value added in government	Value added in education	Value added in health	Value added in recreation	Value added in other	Value added in total
1934	10,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	15,000
1935	10,500	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	15,500
1936	11,000	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	16,000
1937	11,500	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	16,500
1938	12,000	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	17,000
1939	12,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	17,500
1940	13,000	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	18,000
1941	13,500	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	18,500
1942	14,000	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	19,000
1943	14,500	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	19,500
1944	15,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	20,000
1945	15,500	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	20,500
1946	16,000	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	21,000
1947	16,500	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	21,500
1948	17,000	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	22,000
1949	17,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	22,500
1950	18,000	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	23,000
1951	18,500	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	23,500
1952	19,000	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	24,000
1953	19,500	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	24,500
1954	20,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	25,000
1955	20,500	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	25,500
1956	21,000	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	26,000
1957	21,500	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	26,500
1958	22,000	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	27,000
1959	22,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	27,500
1960	23,000	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	28,000
1961	23,500	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	28,500
1962	24,000	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	29,000
1963	24,500	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	29,500
1964	25,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	30,000
1965	25,500	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	30,500
1966	26,000	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	31,000
1967	26,500	4,300	4,300	4,300	4,300	4,300	4,300	4,300	4,300	4,300	4,300	31,500
1968	27,000	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	32,000
1969	27,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	32,500
1970	28,000	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	33,000
1971	28,500	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	33,500
1972	29,000	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	34,000
1973	29,500	4,900	4,900	4,900	4,900	4,900	4,900	4,900	4,900	4,900	4,900	34,500
1974	30,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	35,000
1975	30,500	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	35,500
1976	31,000	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	36,000
1977	31,500	5,300	5,300	5,300	5,300	5,300	5,300	5,300	5,300	5,300	5,300	36,500
1978	32,000	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	37,000
1979	32,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	37,500
1980	33,000	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	38,000
1981	33,500	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	38,500
1982	34,000	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	39,000
1983	34,500	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	39,500
1984	35,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	40,000
1985	35,500	6,100	6,100	6,100	6,100	6,100	6,100	6,100	6,100	6,100	6,100	40,500
1986	36,000	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	41,000
1987	36,500	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	41,500
1988	37,000	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	42,000
1989	37,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	42,500
1990	38,000	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	43,000
1991	38,500	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700	43,500
1992	39,000	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	44,000
1993	39,500	6,900	6,900	6,900	6,900	6,900	6,900	6,900	6,900	6,900	6,900	44,500
1994	40,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	45,000
1995	40,500	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	45,500
1996	41,000	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	46,000
1997	41,500	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	46,500
1998	42,000	7,400	7,400	7,400	7,400	7,400	7,400	7,400	7,400	7,400	7,400	47,000
1999	42,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	47,500
2000	43,000	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	48,000
2001	43,500	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	48,500
2002	44,000	7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,800	49,000
2003	44,500	7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	49,500
2004	45,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	50,000
2005	45,500	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	50,500
2006	46,000	8,200	8,200	8,200	8,200	8,200	8,200	8,200	8,200	8,200	8,200	51,000
2007	46,500	8,300	8,300	8,300	8,300	8,300	8,300	8,300	8,300	8,300	8,300	51,500
2008	47,000	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	52,000
2009	47,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	52,500
2010	48,000	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	53,000
2011	48,500	8,700	8,700	8,700	8,700	8,700	8,700	8,700	8,700	8,700	8,700	53,500
2012	49,000	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	54,000
2013	49,500	8,900	8,900	8,900	8,900	8,900	8,900	8,900	8,900	8,900	8,900	54,500
2014	50,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	55,000
2015	50,500	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	55,500
2016	51,000	9,200	9,200	9,200	9,200	9,200	9,200	9,200	9,200	9,200	9,200	56,000
2017	51,500	9,300	9,300	9,300	9,300	9,300	9,300	9,300	9,300	9,300	9,300	56,500
2018	52,000	9,400	9,400	9,400	9,400	9,400	9,400	9,400	9,400	9,400	9,400	57,000
2019	52,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	57,500
2020	53,000	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	58,000
2021	53,500	9,700	9,700	9,700	9,700	9,700	9,700	9,700	9,700	9,700	9,700	58,500
2022	54,000	9,800	9,800	9,800	9,800	9,800	9,800	9,800	9,800	9,800	9,800	59,000
2023	54,500	9,900	9,9									



Chart # 3

PROVINCE OF ONTARIO

DESIGNATED TRADE OF HAIRDRESSING

DEPARTMENT OF LABOUR - APPRENTICESHIP BRANCH

Annual expenditures; the total each time divided into the following:

"A" Active contracts of Apprenticeship end of fiscal year - all trades.

"B" Certificates of Apprenticeship issued - fiscal year - Designated Trades.

"C" Net new apprentice registrations - Fiscal year.

Compiled from Department of Labour Records

By: Paul F. Taylor, Labour Consultant.

\$1,200.00

1,000.00

800.00

600.00

400.00

200.00

Year	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961
Total Branch	\$394,523.	\$492,296.	\$564,865.	\$625,493.	\$571,985.	\$602,008.	\$612,350.	\$1,039,024.	\$997,373.	\$1,129,268
Expense										
"A"	4661 @ \$84.64			5,764 @ \$108.52	5,689 @ \$100.54	6,034 @ \$99.77	6,323 @ \$96.84	7,323 @ \$136.20	7,406 @ \$152.48	7,854 @ \$609.10
"B"	803 @ \$491.31	883 @ \$557.53	1,038 @ \$544.19	1,037 @ \$603.18	1,073 @ \$533.07	1,159 @ \$519.42	992 @ \$617.29	879 @ \$1,182.05	908 @ \$1,098.43	1,295 @ \$872.02
"C"	1,319 @ \$299.11	1,548 @ \$318.02	1,580 @ \$357.51	1,417 @ \$441.42	1,204 @ \$475.07	1,762 @ \$341.66	1,747 @ \$350.52	1,696 @ \$612.63	1,941 @ \$513.85	1,854 @ \$513.85



1 trade school?

2 MR. ABBS: Our argument is, our present
3 plan is not adequate, the apprenticing, as it is. We
4 face a problem in hairdressing -- we are working with
5 the public. It is a personal service to the public.
6 The owners do not have the time to train them. We
7 are offering this alternative method which does bring
8 in this problem that is in salons.

9 MR. THOMPSON: I am wondering of the
10 concept of this where the government, if they followed
11 your suggestion, would be legislating that people
12 must go through a private trade school in order to
13 acquire a skill.

14 MR. ABBS: They have tried it in other
15 centres. The hairdressers have got together with
16 schools and agreed upon abolishing the apprentice
17 and have okayed private schools.

18 MR. HARRIS: Where has this been done?

19 MR. ABBS: In New York State.

20 MR. THOMPSON: Is it a matter of the
21 government?

22 MR. ABBS: Young people taking this
23 training, that they must attend a school or simply
24 a matter that they must pass a required test, they
25 still have to pass the government examination. The
26 government sets the standards.

27 THE CHAIRMAN: We can set the standards,
28 but we could not let them reach that standard whether
29 they went to trade school or government school?

30 MR. ABBS: You could not force them.

trade school?

MR. ALDER: The argument is, our present plan is not good, the amendment is, as it is. We have a problem in determining -- we are working with the public. It is a problem, advice to the public. The answer to that was not to be with them. We are offering this alternative which does bring in this problem that is in question.

MR. ALDER: I am a member of this concept of that there are two ways of doing things. Your suggestion would be to have a school for people that is to be a school that would be open to all people. I am not sure that is the way to go.

MR. ALDER: There are other ways of doing things. The way we have been doing things is to have a school that is open to all people. I am not sure that is the way to go.

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MR. ALDER: There are other ways of doing things. The way we have been doing things is to have a school that is open to all people. I am not sure that is the way to go.



1 THE CHAIRMAN: We could not force any-
2 body unless we had our own schools.

3 MR. ABBS: We must consider alternatives,
4 and I cannot think of any other alternative method.
5 As I mentioned, it is a personal service, and salons
6 are not satisfactory. In vocational schools they
7 did not receive the personal training that private
8 schools are willing to give, and we find private indus-
9 try is willing to strive to stay on top of competi-
10 tion. If we get into a generalized training in
11 vocational schools we are going to have all the students
12 who only have this general training.

13 THE CHAIRMAN: Barbers -- you could not
14 train him to be a barber unless he could get a job.

15 MR. ABBS: I think you would find the
16 hairdressers are the same idea. It is fine for you
17 and me to come in and train. As soon as you graduate,
18 they feel they do not want anybody else in the trade,
19 which is bad thinking. So, they are going to come
20 up with this answer they have given you.

21 MR. GIBBORN: It is not compulsory at
22 the present time for a person to practise a trade unless
23 he is certified?

24 MR. ABBS: At the present time they make
25 that practice.

26 MR. GIBBORN: They must be certified?

27 MR. ABBS: Yes, by the Department of
28 Labour to the point they may not even take clips out
29 of hair. They must not touch the person unless they
30 have a certificate.



THE NATIONAL: We could not force any-

body unless we had our own officials.

and I cannot think of any other alternative method.

As I mentioned, it is a technical method, and unless

are not satisfactory, the technical schools they

and not receive the technical training that private

schools are willing to take, and we have private indus-

try is willing to take in any form of cooperat-

tion. If we get into a technical training in

technical schools we have to have all the students

who only have this technical training.

the whole thing -- you could not

train them to be a trained engineer or to get a job.

Now, I think if you could find the

the whole thing is a thing for you

and we have to come in and see how you feel about

the whole thing is a thing for you

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1 THE CHAIRMAN: Are people who have
2 certificates from the Department of Labour skilled
3 in the trade?

4 MR. ABBS: The graduates coming out
5 of these schools today are far superior to what they
6 have been in these five years, and in many cases are
7 superior to people who have been in the business for
8 years, because they are up with the latest tech-
9 niques and methods.

10 MR. THOMPSON: The point I am interested
11 in is, you have mentioned that people taking appren-
12 ticeships, this is through the government-sponsored
13 effort. Are they doing as good a job?

14 MR. ABBS: I am going to say no, be-
15 cause we have many apprentices transferring from
16 this class and coming into schools. We have many
17 girls coming in to see me -- worked for two or
18 three years and found out they were never registered
19 with the government. After completing three years
20 they do not know how to put a wave in their hair.
21 It is cheap help for shampoo girls.

22 MR. THOMPSON: Would the answer be, to
23 tighten up government approach in this but not to
24 abolish it?

25 MR. ABBS: I do not know how they can.
26 They claim they tightened up the past year. The
27 owners do not have time to train them. At the last
28 meeting of the Advisory Council I challenged all
29 the members of the Committee asking them how many
30 apprentices they had, and not one of them had an



THE CHAIRMAN: And people who have

certification from the Department of Labour within

in the funds?

MR. AINS: The question coming out

of these schools today are far superior to what they

have been in these five years, and in many cases are

superior to people who have been in the business for

years, because they are up with the latest books.

MR. STONEBURN: The point I am interested

in is, you have mentioned that they are taking up the

books, this is a very good thing, but I am interested

in the books. Are the books any good?

MR. AINS: I am going to say no, but

because we have seen a lot of them coming from

this class and some of them are very good, but many

are not good at all, and some are very good for two or

three years and then they are never replaced

with the new books. When we have these books

then we are sure that the books are in their hands.

It is cheap to get the books, but

MR. STONEBURN: Would the answer be, to

replace up from time to time in this but not to

replace it?

MR. AINS: I do not know how they can.

They claim they replace up the books. The

answer is not sure that the books are. At the last

meeting of the Association, I mentioned all

the members of the Committee saying how many

representatives they had, and not one of them had an



1 apprentice. I asked them why. They said: "Because
2 we have not got time." At the last meeting on
3 Monday, there was a gentleman on this Committee who
4 was not there the time before last, and he does have
5 apprentices. He came out with the statement that he
6 trains this girl in doing nothing but manicuring,
7 and gets cheap labour, and you may not do any phase
8 of the cosmetology work unless you are licensed. In
9 this way he can get around this ruling, but you
10 cannot have shampoo girls or manicurists.

11 MR. THOMPSON: You have got one sug-
12 gestion from the barbering association that a school
13 may be used from the point of view of cheap help.

14 MR. ABBS: I do not think there is as
15 much exploiting as they claim there is. I feel sure
16 in stating most schools have a very sincere attitude
17 towards their students, and take a more sincere
18 attitude after graduating.

19 Another serious problem with them
20 apprenticing is this three months' preparation. They
21 keep them for the three months and let them go. We
22 have the same thing in shampoo help, cheap help.
23 They are not being trained. In the school, they
24 would concentrate with the first six weeks or two
25 months on straight practice, no clientele whatsoever.
26 Mr. McNeill brought out this new activity report,
27 and on the form of it is a rule where we put how
28 many customers or models we have worked on during the
29 day. We find there is an average of one or two
30 a day. This is not too many. So, it is not a form



1 of cheap help.

2 THE CHAIRMAN: This would be customers?

3 MR. ABBS: We like to call them models.
4 They are just there for the students to work on.

5 MR. CARRUTHERS: Do you charge?

6 MR. ABBS: A nominal fee to cover the
7 cost of material as laid down by the Department of
8 Labour.

9 THE CHAIRMAN: You do not take in the
10 general public. You have certain people?

11 MR. ABBS: Anyone who will not satisfy
12 us, we send them out.

13 THE CHAIRMAN: Your customers?

14 MR. ABBS: They are general public,
15 true, but if they are not willing to sit for the
16 student to practise on, sometimes we send them home
17 with wet hair. This happens twice a week. If
18 they are demanding, we tell them to go to a salon
19 and get their work done.

20 MR. GISBORN: What are the tuition
21 fees?

22 MR. ABBS: My own is \$500.

23 DR. CRISPO: What is the length of time
24 of the course?

25 MR. ABBS: Eight months. They must
26 put in 1,200 hours, 40 hours a week, 7½ to 8 hours.

27 MR. CARRUTHERS: Are they given an
28 aptitude test before given the course?

29 MR. ABBS: Last year I went to Chicago
30 and saw psychologists and doctors in California with



Washington, D. C.

Very respectfully,
Your obedient servant,
John D. ...

Enclosed for the Secretary of the Army are ...

Very truly yours,
John D. ...

Very truly yours,
John D. ...

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John D. ...

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1 a view to start this aptitude test business. They
2 advised me not to. They think this is not a good
3 method. It is still up to you to decide whether this
4 person is eligible. We find a girl or man, possibly,
5 is not showing aptitude in the first two months, but
6 is far ahead of the ones that were leading in the
7 first. Desire is the important thing.

8 MR. CARRUTHERS: Is it fair to say what
9 groups you draw models from?

10 MR. ABBS: We do no advertising. Just
11 people who know the school is there may come in. Most
12 of them are people who are coming every week. It is
13 pretty well standard, the ones coming in. They
14 continue coming in because they are not satisfied with
15 salons. They like the personal attention the students
16 give.

17 MR. CARRUTHERS: The cost is a reason.
18 They are getting it cheaper.

19 MR. ABBS: No. They like the service
20 they get from the student who is bringing out all
21 the phases of cosmetology to the patient, which is
22 forgotten in the shops.

23 MR. MORNINGSTAR: There is a shortage
24 of hairdressers in the province?

25 MR. TAYLOR: Before I answer that ques-
26 tion, I wish to draw the attention of the members to
27 Chart 1. Chart 1 shows very definitely the relative
28 position of apprentices as to school graduates.
29 Apprenticeship has been, since 1939, available to
30 all ladies.



1 Chart 2. We average forty per year.
2 Some years you get 21 and 32. I could have gone
3 back further. I felt ten years was giving you a
4 representative group.

5 On Chart 1, that small shaded area
6 represents the total average persons entering the
7 trade in a ten-year period. The large enclosed
8 area represents those who chose to go into the trade
9 through licensed trade schools. With that, I believe
10 I lost Mr. Morningstar's question.

11 MR. MORNINGSTAR: I was just wondering
12 if there was any shortage of hairdressers in the
13 province.

14 MR. TAYLOR: At the bottom of Chart 1
15 -- at this time it is rather difficult to determine
16 how many actual hairdressers there are. You might
17 know in 1960, 13,000 registered; in 1962, 12,000
18 registered. I might say that for some time as
19 an inspector of the Department of Labour I inspected
20 the shops and registration is by no means one
21 hundred per cent. It is far from it. In my opinion,
22 the present school system, which is graduating at
23 the calendar year of 1962, they graduate 1,600.
24 When we carry forward the graph showing the increase
25 of the trade, comparing it to the graph presented
26 to the Manpower Committee of the Canadian Senate
27 last year, we should have had 2,400. And I do have
28 a copy of that graph available, which shows you how
29 the personal service trades have improved. If a
30 woman can be made to feel like a queen walking out



I could have been

from London. I had the books and giving you a

representative group.

On these, I had small related ones

of course, the most serious and difficult, the

books in the library were, the large number

was necessary to the work of the library and

the library was, I think, the most

I had the books, the most

the most serious, I think, the most

in these was, I think, the most

the most serious, I think, the most

-- as I think, the most serious, the most

now, I think, the most serious, the most

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1 of that shop, she is going to go there.

2 MR. GISBORN: Explain the chart. You
3 say it is compiled from Department of Labour annual
4 reports. Average of 40 per cent per year certified.
5 What is this other column, "Hairdressing Student
6 Graduating in Calendar Year ending in Fiscal Year"?

7 MR. TAYLOR: The reason I had to do that
8 is the Department of Labour records are kept by fiscal
9 years. The schools have to report by calendear year
10 ending in fiscal year. When I say 1961, 1,626 students
11 would be the total graduating by January 1st, 1961.
12 On the other hand, when I say 82 certificates of
13 apprenticeship, that means to March 31st. In the
14 ten-year period, it should make no difference. In
15 an annual period, it would make quite a bit of dif-
16 ference.

17 THE CHAIRMAN: Your larger number
18 graduated from hairdressing schools, and the smaller
19 number are apprentices in shops?

20 MR. TAYLOR: Column 2, certificates of
21 apprenticeship, these are apprentices who have not
22 only completed three years but passed their examination.
23 Unfortunately, the apprentice requires several examina-
24 tions. Frankly, they just do not have the theory,
25 and, of course, the graduate on the other hand has
26 some handicaps as well. They have had training in
27 one specific shop. That shop training with school
28 training was designed to give them the best that par-
29 ticular owner saw fit. However, did not have a variety,
30 but neither does the apprentice. I did not want to



of that kind, and is going to go home.

MR. GIBSON: regarding the office. You

say it is completed from New York. I have no doubt.

perhaps. Average of 40 per cent per year, certified.

What I think other column, "American Stationers"

concerning it. I think I am going to have it done.

MR. GIBSON: The reason I want it to be

in the hands of the American Stationers is that

years. The reason I want it to be in the hands of

ending in 1914. I think I am going to have it done.

would be the best method of doing it.

On the other hand, even if it is done in

consequently, I think I am going to have it done.

two-year period, it will be a great improvement.

an annual report. It will be a great improvement.

perhaps.

concerning the stationers, I think I am going to have it done.

perhaps. I think I am going to have it done.

MR. GIBSON: I think I am going to have it done.

perhaps. I think I am going to have it done.

perhaps. I think I am going to have it done.

perhaps. I think I am going to have it done.

perhaps. I think I am going to have it done.

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perhaps. I think I am going to have it done.



bore you with figures, but in many years 25% of your apprentices graduated with what we call unsatisfactory completion. They have finished three years, and apparently there is no hope of them passing the examination. So, they are tossed out. These are the people who will remain in the trade doing substandard work, and to the detriment of the trade. On cancellation and on unsatisfactory completion, we have a major problem. On cancellation for a school -- when you are paying for tuition, you are told in the first month and you are out, and you are not going to do the trade any harm.

In the credits cancellation, it can come any time. Quite often it comes in the last year because the apprentice does not feel capable of passing. Their municipality does not care if they have a certificate or not.

MR. GISBORN: I take it the certificate of qualification only applies to the proprietor or owner of an establishment?

MR. TAYLOR: It applies to every operator in the trade. With the inspection staff you have today, you tell me how it can be done.

MR. GISBORN: When the students graduate from your school, their certificate is signed by the Department of Labour?

MR. TAYLOR: Yes.

MR. GISBORN: Does the Department of Labour have any part in the examination?

MR. TAYLOR: Every part. They appoint



1 a supervisor of the examination to represent the
2 Department there. Unfortunately, there is no person
3 in the Apprenticeship Branch who is a qualified hair-
4 dresser. I have examined barbers. There is an
5 examining board consisting of equal numbers, usually
6 two and two, of employee and employer. These are
7 appointed by the Apprenticeship Branch. The school
8 has no say -- the only recognition of them is one
9 man under provincial advisory, and whether he has
10 much of an opportunity to speak or not is open to
11 question.

12 MR. ABBS: May I explain Mr. Morningstar's
13 question, or follow up on it?

14 Unemployment figures show there is, in
15 our area, none. You will find many ads in the paper
16 wanting help. Just two weeks ago we applied con-
17 fidentially to a box number, etc. We only had one
18 reply to the ad and that person was an employee. The
19 unemployment figure shows they do need hairdressers.

20 MR. CARRUTHERS: What is the cost of one
21 of the courses?

22 MR. ABBS: My personal course is \$500.
23 It varies. I would say an average of between \$400
24 and \$500. Some are higher.

25 MR. THOMPSON: Is your school under
26 the Trade School Act?

27 MR. ABBS: Yes, according to the new
28 book, Designated Trade.

29 MR. EBERLEE: It is under the Apprentice-
30 ship Act.



a supervisor of the examination to represent the
Department there. Unfortunately, there is no person
in the Apprenticeship Branch who is a qualified radio
operator. I have examined several. There is an
examining board consisting of several members, usually
two and two of engineers and electricians. These are
appointed by the Department as a board. The school
has no say -- the only person of whom it can
be under practical control, and whether he has
such of an opportunity to speak or not is open to
question.

Mr. L. L. May: I would like to know if the
question, or rather if on the
Apprenticeship Branch, there is a
set time, now, for the time they are in the shop
working with. Just how much time we spend in
the shop, to a few minutes, etc. The only way we
reply to the school and the person who is in charge,
unfortunately, if they know they do not understand
the question, what is the point of the
the question.

Mr. L. L. May: The school course is fixed.
It varies. I would say in a range of between \$100
and \$200. Some are higher.
Mr. L. L. May: Is there any other
the radio school.
Mr. L. L. May: Yes, according to the way

Mr. L. L. May: It is called the Apprenticeship



1 MR. THOMPSON: I was wondering about
2 inspection. The trade schools are inspected by the
3 Department of Labour. Are all your schools?

4 MR. ABBS: Yes. They check everything.

5 MR. THOMPSON: How often annually is
6 your investigation?

7 MR. ABBS: I have been checked three
8 times in the last two years.

9 MR. GISBORN: In your Summary of your
10 brief, D -- "It should be recognized that competitive
11 schools operated by private capital are desirable and
12 should be encouraged."

13 This seems strange to me. What would
14 you consider the competitive area to cost of tuition
15 and the qualification resulting?

16 MR. ABBS: Quality of training would be
17 the competition, fees you charge according to the
18 quality of your training. We use film training very
19 extensively; we use manikins. Our fees would have to
20 be adjusted to a higher level.

21 MR. THOMPSON: If I wanted to start up
22 a beauty salon, what is the procedure I go through?

23 MR. ABBS: You may open a salon per-
24 sonally yourself at any time by application to the
25 city, the municipal area, but you cannot work in it.

26 THE CHAIRMAN: You have a licensed or
27 certified operator?

28 MR. ABBS: That is right.

29 THE CHAIRMAN: All you have to do is
30 punch the cash register.



in respect of the trade which is represented by the

Department of Labour, and all your interests

Mr. Webb: Yes, they speak everywhere.

MR. THOMPSON: I have been speaking in

your investigations

MR. WEBB: I have been speaking in

times in the last few weeks.

MR. THOMPSON: I am sure that you

believe in the importance of the

economic operation of business, and the

should be encouraged.

MR. WEBB: I am sure that you

you consider the importance of the

and the importance of the

MR. WEBB: I am sure that you

the competition, and you are

quality of your work, we are

extensively, and we are

of the quality of the

MR. THOMPSON: I am sure that you

a quality of the work, and we are

MR. WEBB: I am sure that you

quality of the work, and we are

MR. THOMPSON: I am sure that you

MR. WEBB: I am sure that you

MR. WEBB: I am sure that you

MR. THOMPSON: I am sure that you

MR. WEBB: I am sure that you



1 MR. ABBS: You may have a receptionist.

2 MR. THOMPSON: There is no standard of
3 equipment that is necessary?

4 MR. ABBS: You must meet the health
5 laws. Your equipment today, no matter who puts it
6 out, is of good standing.

7 MR. GISBORN: And when opening a school,
8 it is the Department of Labour?

9 MR. ABBS: The Department of Labour
10 sanctions the licence.

11 PROFESSOR LOGAN: Do you teach the
12 customer what is good?

13 MR. ABBS: I teach the students. We
14 teach them current ideas and techniques. I find that
15 I am self-educating myself in different areas, at
16 least, every two months, somewhere.

17 MR. EBERLEE: This must be an area you
18 could bring in retraining.

19 MR. ABBS: We would like to see it. I
20 have many graduates asking: "Can I come back in for a
21 day or so just to brush up?"

22 PROFESSOR LOGAN: What form does
23 automation take in this?

24 MR. ABBS: Very little. You have only
25 two hands, and it is a personal service.

26 THE CHAIRMAN: No machines yet?

27 MR. ABBS: I have seen machines in New
28 York last week, revolutionizing setting. But it will
29 never take the place of personal service.

30 THE CHAIRMAN: I thought by some of the



Mr. Acheson: You may have a responsibility.

Mr. Thompson: There is no sharing of

responsibility.

Mr. Acheson: You are with the people.

There is no responsibility for the people.

But, in the future,

it is the Government of America.

Mr. Acheson: The Department of Labor.

concerns the business.

Mr. Acheson: It is not a

question of the future.

Mr. Acheson: I am not a

person from another place and no person.

I am not a person from another place.

But, every day, every day.

Mr. Acheson: It is not a

question of the future.

Mr. Acheson: We would like to see

have many people, and I am not a

person from another place.

Mr. Acheson: What form

information takes in the

Mr. Acheson: Very little.

Two people, and I am not a

person from another place.

Mr. Acheson: I am not a

person from another place.

But, every day, every day.

Mr. Acheson: I am not a



1 ads, some of these new products, that the girls would
2 have to stop going to the hairdressers.

3 MR. ABES: It has increased. We make
4 more money now in the industry correcting the jobs done
5 at home. This is a very personal service. For you
6 people who are married, your wives have a very sincere
7 confidence in their hairdresser. They will tell their
8 hairdresser things that they will not tell their hus-
9 bands. Automation could not take place in this
10 business.

11 THE CHAIRMAN: Who trains the manicurist?

12 MR. ABES: At the present time there is no
13 separate manicurist licence in training. It must be
14 included with cosmetology training. All phases taught
15 in the school.

16 THE CHAIRMAN: There is a shortage
17 across Ontario?

18 MR. ABES: Manicurists are needed, and
19 necessary. At present the government does not allow
20 them to be hired strictly as a manicurist.

21 THE CHAIRMAN: In barber shops?

22 MR. ABES: Yes, but not beauty salons.

23 THE CHAIRMAN: In a city like Kingston
24 there is a demand for them, but they do not seem to be
25 able to hire anybody.

26 MR. ABES: Manicuring is another phase of
27 this industry and needs post-graduate training in it
28 to specialize in manicuring. For an employer to hire
29 somebody for that field, cosmetology licence, it is
30 not economical.



1000

and, some of these new products, and the girls would
have to stop going to the hairdressers.

MR. LAMAR: He has answered. He has

more money now in the industry collecting the jobs done
at home. This is a very personal matter. How can
people who are married, young wives have a very serious
conscience in their hairdressing. They will tell their
hairdressers things that they will not tell their hus-
bands. Automation could not come back in this
business.

THE CHAIRMAN: Now that in the meantime

MR. LAMAR: The statement that there is

automate may be in the way of the industry. It may be
impossible to do so. But the industry will
be the same.

THE CHAIRMAN: There is a question

of the industry

MR. LAMAR: The industry is needed, and

necessary. It produces the products that are a low

cost to be placed directly as a commodity

and the industry is a very simple

MR. LAMAR: Yes, but the industry is

THE CHAIRMAN: In a city like Kansas

there is a demand for them, but they do not seem to be

able to hire an army

MR. LAMAR: Manufacturing in another place

this industry and needs government's backing in it

For that the industry business, it is

an economical.



1 THE CHAIRMAN: Should we designate that
2 as a trade?

3 MR. ABBS: This was brought up at the
4 Advisory Committee. This was recommended by one of
5 the hairdressers that they would like to see it come
6 through.

7 THE CHAIRMAN: I have heard many people
8 in the City of Kingston say: Why don't they have mani-
9 curists? The reason is they cannot get them.

10 MR. ABBS: We could employ a specialist
11 in manicuring if we were allowed to.

12 THE CHAIRMAN: There would be an open-
13 ing to employ a lot of people.

14 MR. ABBS: Many of the states in the
15 United States do. Again, if we train a manicurist
16 as a manicurist, as such they will then be employed
17 as shampoo girls at miscellaneous prices.

18 THE CHAIRMAN: Not in men's barber
19 shops.

20 MR. ABBS: Barbers are already okayed.

21 THE CHAIRMAN: In barber shops there is
22 a demand for these people.

23 MR. ABBS: I am speaking strictly for
24 hairdressers. There is a demand but this is what the
25 government is leery of -- shampoo girls, cheap labour.

26 MR. GILBORN: How many hairdressing
27 schools are there in Ontario?

28 MR. ABBS: I believe, at present,
29 twenty to twenty-one.

30 THE CHAIRMAN: Mostly in and around



Mr. [Name] : This was found up at the
 Advisory Committee. This was [Name] by [Name]
 the [Name] that [Name] [Name] [Name]

Mr. [Name] : [Name] [Name] [Name]
 in the [Name] [Name] [Name] [Name] [Name]
 [Name] [Name] [Name] [Name] [Name]

Mr. [Name] : [Name] [Name] [Name]
 in [Name] [Name] [Name] [Name] [Name]
 Mr. [Name] : [Name] [Name] [Name]

ing to supply a lot of people.
 Mr. [Name] : [Name] [Name] [Name]
 United States [Name] [Name] [Name]

as a [Name] [Name] [Name] [Name] [Name]
 an [Name] [Name] [Name] [Name] [Name]
 Mr. [Name] : [Name] [Name] [Name]

group.
 Mr. [Name] : [Name] [Name] [Name]
 Mr. [Name] : [Name] [Name] [Name]

a [Name] [Name] [Name] [Name] [Name]
 Mr. [Name] : [Name] [Name] [Name]
 [Name] [Name] [Name] [Name] [Name]

Government is [Name] [Name] [Name]
 Mr. [Name] : [Name] [Name] [Name]
 [Name] [Name] [Name] [Name] [Name]

Mr. [Name] : [Name] [Name] [Name]
 [Name] [Name] [Name] [Name] [Name]
 Mr. [Name] : [Name] [Name] [Name]



1 this area?

2 MR. ABBS: No -- Sudbury, North Bay,
3 Toronto, Collingwood, Windsor, right in through.

4 MR. GISBORN: How many different com-
5 panies?

6 MR. ABBS: All privately owned. Marvel
7 has three. Bruno's has three.

8 MR. MORNINGSTAR: I understand it is
9 hard to establish one?

10 MR. ABBS: At present it is closed. The
11 government will not allow any more schools to be opened.

12 MR. CARRUTHERS: Has the government
13 closed any?

14 MR. ABBS: Yes. We are preparing now
15 standards in our Association that they must meet, and
16 again this new committee can enforce this type of idea.

17 THE CHAIRMAN: What do you think of
18 the government going into provincial trade schools,
19 and setting up and teaching?

20 MR. ABBS: As I mentioned before, you
21 are going to have a greater amount coming out, a
22 greater amount of drop-outs in the middle. They
23 are not going to be sincere people. If you are
24 paying for it, you get the sincere people who want
25 to be a hairdresser.

26 MR. THOMPSON: If that is the basis in
27 the training of other trades ---

28 MR. ABBS: Sincerity is not that im-
29 portant in motor vehicles because they are not dealing
30 directly with the public. This is where the difference

17

What time?

Mr. HARRIS: No -- Saturday, March 24th.

Tomorrow, Wednesday, night, in Toronto.

Mr. HARRIS: At 11.00, I think.

Mr. HARRIS: I think it is

about 11.00.

about 11.00.

Mr. HARRIS: I think it is

about 11.00.

Mr. HARRIS: I think it is

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Mr. HARRIS: I think it is

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about 11.00.

about 11.00.

Mr. HARRIS: I think it is

about 11.00.

Mr. HARRIS: I think it is

about 11.00.

about 11.00.



1 is. It is a personal service. I would like to
2 mention that you may be the worst hairdresser in the
3 world, but if you have personality you will do a very
4 good business. It is true we find possibly our
5 honour graduates may not do as well as the ones who
6 barely get through. Sometimes the honour graduates
7 do not have the desire.

8 MR. GISBORN: Would that not be part of
9 your training, approach to the public?

10 MR. ABBS: Many schools have brought
11 self-improvement with their courses -- voices, meeting
12 the public, grooming, all these things that the course
13 included.

14 PROFESSOR LOGAN: Have you had any
15 attention from Consumers' Research?

16 MR. ABBS: Not to my knowledge.

17 THE CHAIRMAN: Any further questions?

18 MR. ABBS: Mr. Chairman, before you close,
19 since the members have shown so much interest, Mr.
20 Ready is a director of Marvel Schools and can study the
21 results of the growth from 1954 to 1959. Perhaps he
22 can give you a brief outline to show you what happens
23 to the students. Mr. Nye also runs a school, and they
24 are both interested, if you feel it is desirable. The
25 reason why we suggest this is, it is sometimes felt
26 what happens to our students after they graduate --
27 are we concerned with them?

28 THE CHAIRMAN: You follow your students
29 after their graduation?

30 MR. ABBS: Yes. Mr. Ready would bring



1 this out.

2 MR. READY: From 1954 to 1959, that
3 applies to practically all over the world. We have
4 students from various countries. In fact, we had
5 forty-two different countries represented in our
6 schools -- from India, China and these other countries,
7 even from Europe and down through the islands
8 south of us. They study and go back to their coun-
9 tries to start up beauty shops.

10 We made a survey and we found there was
11 about five per cent that did not follow hairdressing
12 after school. That gives you an accurate outline of
13 the students leaving our schools in that period of time.

14 MR. ABES: Ninety-five per cent are
15 still working with the business after five years' time.
16 These are actual facts.

17 THE CHAIRMAN: How many drop-outs are
18 there on the way?

19 MR. THOMPSON: How many people who did
20 not graduate are still in hairdressing?

21 MR. READY: Not any more than two per
22 cent.

23 MR. THOLMPSON: Are drop-outs?

24 MR. READY: They were not really drop-
25 outs. They failed the examination.

26 MR. THOMPSON: If I had paid \$500 for a
27 course and after two months I did not have the aptitude
28 for hairdressing, would I get the refund of my money?

29 MR. ABES: You pay monthly with a maximum.
30 You only pay as you went along.

100

Mr. Smith: From 1950 to 1952, that
applies to practically all of the work, the
students from various countries. In fact, we are
forty-two different countries represented in our

school -- from India, China and other countries,
even from Europe and now from Africa.
South of us. They study and we have to have
them to get it up by hand.

It seems to me that it is to be done
and I have seen that it is to be done
after school. It is a very good thing to do
the students from all over the world of time
of Africa. They have been coming

with money and they have been coming
there the same way.
The money is not the same as
money on the way.

Mr. Smith: The money is not the same
of money and it is in the money.
Mr. Smith: It is not the same as the money

Mr. Smith: The money is not the same
Mr. Smith: The money is not the same
Mr. Smith: The money is not the same

Mr. Smith: It is not the same as the money
course and after that I had the same the same
for information, would I get the money of my money?
Mr. Smith: You say money with a money
You only pay as you go along.



1 MR. CARRUTHERS: Does this go as high
2 as \$1,000?

3 MR. ABES: No, sir, not to my knowledge.
4 I would think \$600 would be the highest. I would say
5 that we have a lot of foreign people coming into our
6 schools training, and our standards in Ontario, and I
7 again would credit the school industry for this, are
8 much higher than that of the United States and these
9 foreign countries. That is why they are coming to
10 Ontario to train. Our standards are very high.

11 MR. BRUNELLE: It seems odd that a per-
12 son from Europe would come.

13 MR. ABES: Europe is starting to change
14 to our type of training. Germany has; England has.
15 In the shops you get a lot of things that are not
16 relevant to the industry.

17 MR. READY: It is becoming very notice-
18 able that in the last two or three years our hair-
19 dressers go to the United States and Europe to compete
20 in Europe for style. They have been progressing
21 pretty fast; in fact, they have taken over this year.
22 They took almost every honour in hair styling in that
23 show which lasted for two weeks. I was talking the
24 other day to a chap who was there. There was only
25 one that was taken by France, and the rest were taken
26 by Canada and the United States. It does prove that
27 the standards in Canada are moving up fast.

28 MR. ABES: It is very hard to prove, but
29 I think you will find a large majority of leaders have
30 come from private schools. In the industry today,



1 just looking at some of the cities, they come from
2 private schools.

3 MR. CARRUTHERS: People from a foreign
4 country, are they provided interpreters for the examina-
5 tion?

6 MR. ABBS: If they go to school they are
7 not allowed an interpreter.

8 Speaking now, as I have worked as an
9 inspector, it was not permitted. The provincial
10 Advisory Committee made that ruling, they should learn
11 their trade in the language of the province. Inciden-
12 tally, in barbering, motor vehicle, you are permitted
13 interpreters. In hairdressing the ruling is, No.

14 MR. THOMPSON: What do you see as your
15 rule when you sat in these examinations for hairdressing?
16 Say your background has been cutting your children's
17 hair.

18 MR. ABBS: This is one reason the
19 suggestion has been made inasmuch as the trade is
20 supporting itself; it fetched \$78,000 in the fiscal year
21 1961. My basic background was in construction and
22 motor vehicle, but I happened to be the inspector, so
23 okay, go ahead. I did have at my call qualified
24 examiners. Those examiners can only do a good job
25 if you are in a position to lead them. That position
26 was not available to me because I got motor vehicle
27 background and was involved in that particular trade.
28 The Department also felt, no, we should not do any
29 leading. You know, you may become an examiner in the
30 barbering trade and never pass an examination yourself.



just looking at some of the things, they were there

provide technical

MR. KATZ: I have a few more

country, and they provided information for the various

MR. KATZ: To say to you that they

not allowed to interview

including now, and I was working as an

interviewer, I was not permitted. The conviction

Admiral Galt, who was then in the Navy, and who

their role in the investigation of the situation. I was

really in the position of being asked to go and

interviewing. In the meantime, the thing is, no

MR. KATZ: What do you see as your

say your belief was that they were not

in

MR. KATZ: That is the reason the

suggestion has been made regarding the thing is

supporting. I think it is likely that in the future

will. My belief was that the conviction was

motor vehicle, but I happened to be the inspector, so

okay, no more. I like to see the quality

members. These members can only do a good job

if you are in a position to learn more. That position

was not available to me because I got motor vehicle

permitted and was involved in the investigation.

The defendant also felt, no, we didn't do any

reading. You know, you may become an expert in the

perpetrating crimes and never have an examination yourself.



1 Perhaps these gentlemen have worked in
2 other areas. Do you know of any time that the super-
3 vision of the examination was by a hairdresser?

4 MR. READY: Not to my knowledge.

5 MR. NYE: No.

6 MR. READY: How about you, Mr. Abbs?

7 MR. ABBS: No, not supervision. In
8 Kitchener we have a carpenter doing it.

9 THE CHAIRMAN: Any further questions?

10 I would like to thank you and your group
11 for appearing and presenting this brief and discussing
12 it with us this morning.

13 MR. EBERLEE: There is a letter from
14 Electrical Contractors Association of Ontario dated
15 October 9th and signed by R. Beith, who is Executive
16 Vice-President, which reads as follows:

17 "I have been instructed by our
18 Apprenticeship Committee to inform you that
19 we fully endorse the brief submitted by the
20 Ontario General Contractors Association and
21 the Toronto Construction Association, and
22 will therefore not present one of our own.

23 "As to some of the specific reasons
24 for recommending Certification of Qualifica-
25 tion in the electrical trade, may I refer you
26 to my letter of July 5th, 1962, copy herewith
27 attached."

28 There is another letter from Electrical
29 Contractors Association of Ontario, dated July 5th,
30 1962, which reads:



1 "As you are the Secretary of the
2 Select Committee of the House investigating
3 the Apprenticeship Act, I have been instructed
4 by our Board of Directors to write to you and
5 inform you of our feelings with regard to
6 the electrical apprenticeship field.

7 "Fully realizing that it is necessary
8 to have well trained men available in order
9 to keep pace with the technological advance-
10 ments in the electrical industry, the Elec-
11 trical Contractors have accepted their
12 responsibility and supported the Apprentice-
13 ship Branch much more readily than have the
14 other trades in the Construction industry.
15 This statement can be verified by the records
16 at the Department of Labour offices.

17 "Due to lack of control, however, the
18 electrical trade is plagued with poorly trained
19 personnel and 'do-it-yourselfers'.

20 "This intrusion has presented a
21 serious problem with regard to hazards to the
22 users of electrical energy. Some years back
23 the Ontario Fire Marshal's office recognized
24 this problem and consequently took the only
25 path open and set up a programme in order to
26 train firemen to look for electrical hazards.
27 This programme, as we understand, has been
28 intensified, which indicates very little, if
29 any, improvement as far as the installation
30 of electrical wiring and related equipment

"Can you see the Geometry of the

subject of the House of Representatives?

Two representatives, I have just told

by our kind of statistics to write to you and

inform you of our feelings with regard to

the statistical significance of the

study within the field of the necessary

to have not, however, and available in order

to form a basis for the study of the necessary

method in the statistical field, the study

of the statistical field have not been

not on the statistical field, but on the

study of the statistical field, which have not

other studies in the statistical field.

The statistical field is not a study of the

at the University of London, in 1901.

It is the study of the statistical field

statistical field, as has been well known

to the statistical field.

The statistical field is not a study of the

statistical field, as has been well known

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The statistical field is not a study of the

statistical field, as has been well known



1 is concerned.

2 "As the electrical loads in the homes and
3 factories increase (they have doubled and
4 quadrupled in the last few years) the fire
5 hazards will increase if this equipment is
6 not properly installed.

7 "Non-qualified persons at the present
8 time can purchase house wiring material and
9 install it. A very large percentage of these
10 installations are never inspected as no permit
11 is taken out by the installer. There are many
12 local bylaws, but they exercise no control
13 over the problems I have just outlined.

14 "All this has had a very discouraging
15 effect on the qualified electrical contractor,
16 who is attempting to support and upgrade one of the
17 most important industries in our country. He
18 is, however, faced with increasing competition
19 from these unauthorized persons. I may point
20 out that this competition by non-qualified persons
21 has become so great that the majority of
22 qualified electrical contractors have left
23 the residential wiring field. This does not
24 appear to be a healthy situation for the future
25 of electrical installations in our homes.

26 "For these and many other reasons too
27 numerous to mention at this time, the Board of
28 Directors of the Electrical Contractors Associa-
29 tion of Ontario wish to go on record as being
30 in favour of the Department of Labour proceeding,



1 as soon as possible, with a programme of com-
2 pulsory certification of qualification for
3 the electrical industry.

4 "We feel this would certainly be a
5 positive step forward in upgrading the elec-
6 trical industry and would go a long way toward
7 rectifying the need for the negative approach
8 which the Fire Marshal was forced to take.

9 "Do not hesitate to contact our
10 Association should you require further infor-
11 mation on this matter."

12 There is a letter dated October 2nd, 1962,
13 from Mr. T. M. Medland, Executive Director of The
14 Association of Professional Engineers of the Province
15 of Ontario. He says:

16 "The presentation of the International
17 Correspondence Schools Canadian Limited contains,
18 at page 15, a misleading statement affecting
19 this Association.

20 "The I.C.S. courses are not recognized
21 by the Ontario Association of Professional
22 Engineers. In our plan for Certification of
23 Engineering Technicians we recognize only the
24 examinations of the established educational
25 system of the province and those examinations
26 prepared and supervised by the Association."

27 There is a letter from the Manager of
28 the Association of Canadian Hungarian Technicians,
29 Technical Tradesmen, Inventors and Technical Improvers,
30 and he asked that this letter be presented to the



we soon as possible, with a programme of work

primary certification of organization was

the character of the work.

"We lost all our work completely in a

relative short period of time, and the effect

of all activity and work in the world was

meeting the need for the medical profession

which the world wanted and which we had.

"The only way to do this was

to organize the work in a new way

and to do it in a new way.

There is a letter from the President, 1912,

from Dr. H. H. Wood, President of the

Association of Medical and Surgical of the Institute

of Chicago, 1912.

"The character of the work was

the character of the work was the character of the work

at that time, and it was a leading

that the work was the character of the work

of the work was the character of the work

movement. It was also for the purpose of

bringing the work to the people only in

organization of the medical profession

system of the work and the character of the work

process and movement in the association.

There is a letter from the President of

the Association of Canadian Medical Professionals.

and he said that the work was the character of the work



1 Committee:

2 Dear Sir:

3 "Re: Select Committee on Manpower
4 Training

5 "The Association wishes to offer further
6 Assistance of the Hungarian Students in the
7 following:

8 "1. For the students participating
9 in the course, should be occasional help by
10 our experts in their native language, - because
11 everybody understands easier an explanation in
12 his mother language.

13 "2. We are willing to assist in
14 judging the applicants' qualifications.

15 "3. We undertake free official
16 translations of their documents presented.

17 "4. If it is necessary to employ
18 an English-German-Hungarian speaking adminis-
19 trator secretary for the duration of the course,
20 we can recommend you such person and we are
21 willing to contribute with part of one-
22 third of her salary."

23 I am not clear, from talking to this
24 gentleman, whether this is a private company or an
25 association. It was rather difficult to get clarifi-
26 cation. He is offering the service of this Associa-
27 tion in order to assist Hungarian immigrants to become
28 qualified in apprenticeship trades and other trades,
29 but I do not know whether it is a private company or
30 an Association. I was not able to get this clarified.



Dear Sir:

I am glad to hear that you are

interested in the work of the

Association of the American People.

Very truly

Yours,

in the course of the last few years

and I am glad to hear that you are

interested in the work of the

Association of the American People.

I am glad to hear that you are

interested in the work of the

Association of the American People.

I am glad to hear that you are

interested in the work of the

Association of the American People.

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Association of the American People.

I am glad to hear that you are

interested in the work of the

Association of the American People.

I am glad to hear that you are

interested in the work of the

Association of the American People.



1 Have all received a letter from Volkswagen
2 Canada Limited? It is a very lengthy memorandum to
3 the Committee which came yesterday. I will get copies
4 of it and distribute it around. The letter from
5 Volkswagen Canada Limited is dated October 12, 1962,
6 and reads as follows:

7 "On June 28th, you mailed us back-
8 ground material and a run-down of the prin-
9 cipal issues which you are considering in
10 your Committee.

11 "We have studied your review with
12 great interest and have discussed some of
13 the problems mentioned within our company.
14 The result of these discussions has been
15 incorporated in a short report containing
16 some suggestions of ours concerning the
17 automotive trade only.

18 "We hope that our views are of some
19 interest to your Committee. Should you wish
20 to discuss them with us further in detail,
21 please do call on our company. Mr. F. G.
22 Stahl, our Manager for Administration and
23 Personnel, will be pleased to give you any
24 further details which you might like to
25 know."

26
27 SUBMISSION OF
28 VOLKSWAGEN CANADA LIMITED

29 Volkswagen Canada Ltd., because of its
30 international affiliations, has had the opportunity
to observe and discuss the training of manpower in all



1 parts of the world. While the company's competence
2 to discuss manpower training is limited to the somewhat
3 specialized field of automotive mechanics, we trust
4 that our comments in this area will be of some assis-
5 tance to the Committee.

6 The increasing number of motor vehicles in
7 use in Canada and their increasing complexity has
8 created a demand for highly skilled automobile
9 mechanics. We feel that training in this area cannot
10 only help to decrease the surplus of untrained manpower
11 but can also be of great benefit to the motoring public
12 in the provision of better service to their automo-
13 biles.

14 1. At the present time, only one level of
15 professional standing exists in this field, that of
16 Automotive Mechanic, Class A. These tradesmen re-
17 ceive a licence from the Ontario Department of
18 Labour which is renewed annually upon payment of the
19 prescribed fee.

20 Universities and technical schools train
21 engineers and technicians in related fields but
22 graduates of such courses are not generally employed
23 in the actual practise of automobile mechanics.

24 We believe that it would be advisable to
25 introduce a second level of professional standing for
26 automotive mechanics, namely Master Mechanics. Master
27 Mechanics would fill the gap between Class A mechanics
28 and graduates with technical or engineering degrees.
29 Establishment of the title of Master Mechanic would:

30 Provide a goal which Class A Mechanics



1 could reach through advanced training and study;

2 Give impetus to larger companies to ex-
3 tend training facilities;

4 Create a body of highly trained mechanics
5 who could perform specialized duties, particularly in
6 the field of training apprentices.

7 We would suggest that under such a plan,
8 Class A Mechanics should be limited to the training of
9 not more than one apprentice. This would allow small
10 garage operators and service station owners who hold
11 Class A Mechanic licences to bring apprentices up one
12 at a time.

13 2. We would suggest that Master Mechanics
14 who devote their full time to training of apprentices be
15 restricted to the training of not more than say twenty
16 apprentices at one time and that minimum ratios of
17 Master Mechanics and Class A Mechanics to apprentices
18 should be established for larger shops.

19 Under such restrictions, and provided
20 that a Master Mechanic is employed on a full time
21 basis for the purpose of training apprentices, we would
22 suggest that the period for training of apprentices
23 might be shortened from five years to three years.
24 Our experience in other countries, where such conditions
25 exist, indicates that a dedicated student with proper
26 training can achieve professional status in this
27 shorter period of time.

28 We feel that such a step would encourage
29 more young men to enter the field of automobile mechanics
30 since the present term of apprenticeship is, in some



1 cases, discouraging.

2 3. We feel that the Province of Ontario
3 should collaborate with other provinces and perhaps
4 with other countries to establish standards of com-
5 petence for mechanics. The ability of a trained
6 mechanic to relocate in another area under such a
7 system would make the career more attractive to young
8 Canadians.

9 4. We regard the present age limit for ap-
10 prentices of twenty-one years to be unrealistic. We
11 would suggest that it be extended for all entrants and
12 that applicants of any age be accepted for training
13 under special circumstances. Such a step would be
14 valuable in the training of older workers who are dis-
15 placed from their previous jobs through automation or
16 other factors.

17 5. We would suggest that study be given to the
18 present system whereby apprentices attend vocational
19 schools for ten-week periods twice during their five-
20 year training periods. While such a system has
21 practical benefits for apprentices who live a great
22 distance from technical schools, we would suggest that
23 those who are able to do so should visit the technical
24 schools twice every week for one-half day or once a
25 week for a full day. Theoretical training could then
26 be left to the technical school and mechanical work to
27 the employer. Students would have the opportunity to
28 consistently apply their theoretical training to their
29 practical work and vice versa.

30 We believe that government and industry



1 can further the desire for young people to acquire
2 skills through an effort to elevate the status of
3 skilled workers. This could partially be accomplished
4 through advertising and other types of persuasion.
5 The creation of certificates, diplomas, or other
6 certification, to be won only after proper training,
7 screening, and testing and then honored by government
8 and industry, would be a concrete inducement.

9 In this same connection, both government
10 and industry should make efforts to use technical per-
11 sonnel in their highest capacity and to discourage
12 the loose terminology which tends to devalue titles
13 which should be won only after long study. A case
14 in point is the title of engineer which is often given
15 to persons whose qualifications in the sciences can-
16 not be considered as being professional.

17 Such misuse of title and misuse of
18 technical training has spread to other fields and we
19 feel that the resulting loss of status of technical
20 titles causes many young people to feel that the time
21 and effort required to attain a title is wasted.

22 As an addendum, we should like to note that
23 Volkswagen Canada Ltd. has operated a separate school
24 for apprentices at its Golden Mile Headquarters for
25 the past two and one-half years. We believe that
26 this school is unique among automotive firms in
27 Canada.

28 Should members of this Committee wish to
29 visit the school or to discuss the school with our
30 management, the chief instructor, the apprentices or



1 the graduate mechanics, we would be pleased to make all
2 necessary arrangements.

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6 MR. EBERLEE: There is a letter from
7 International Correspondence Schools Canadian Limited,
8 dated October 4, 1962, which reads as follows:

9 "I have received copy of a letter
10 written to you on October 2nd by Mr. T. M.
11 Medland, Executive Director, the Association
12 of Professional Engineers of the Province of
13 Ontario. In this letter Mr. Medland states
14 the following:

15 'The I.C.S. courses are not recognized
16 by the Ontario Association of Profes-
17 sional Engineers. In our plan for
18 Certification of Engineering Techni-
19 cians we recognize only the examina-
20 tions of the established educational
21 system of the Province and those exami-
22 nations prepared and supervised by
23 the Association.'

24 If you will refer to our brief on page 15 under
25 the heading of 'Training of Technicians and
26 Technologists' we make this statement: 'I.C.S.
27 courses are recognized by the Ontario Association
28 of Professional Engineers as preparation for
29 upgrading members of the Ontario Association
30 of Engineering Technicians and Technologists.'

sign of beauty



1 "It was certainly meant that I.C.S.
2 courses are approved as preparation to write
3 the examinations as set by the Examining Board
4 for the certification of Engineering Techni-
5 cians.

6 "I hope that if any member of the Select
7 Committee misunderstood our statement, that
8 they be given the correction."

9
10 MR. MORNINGSTAR: Mr. Abbs said he
11 would like to mention something before he leaves.

12 MR. EBERLEE: About this trip, the
13 schedule and the tickets will be mailed early next
14 week and we would be flying to Montreal at 3.40 p.m.
15 on Monday, the 29th, and seeing the apprenticeship
16 people on the 30th, and the trade school on the 31st,
17 technical school people on the 31st, and then
18 returning late in the afternoon on the 31st to
19 Toronto.

20 We have not been able to arrange a trip
21 to Edmonton because the people involved will be out
22 of town.

23 THE CHAIRMAN: I still think that
24 perhaps we can arrange it. We will go to Edmonton
25 in January.

26 MR. EBERLEE: Mr. Carmon, Acting
27 Registrar of Trade Schools, was asked to supply
28 certain things, enrolment applications and statistics.
29 He has not supplied a complete set. He would not
30 be able to supply a complete set, but the material is



1 here.

2 MR. ABBS: I am sorry, gentlemen, but
3 it is unfortunate that the hairdressers themselves
4 have not submitted a brief to this date. It does
5 go on their record. They feel that private schools
6 are necessary. I thought you should know this.
7 Speaking with them at the Advisory Board last Monday,
8 this was brought up and definitely submitted. They
9 were going to submit a brief and at the Advisory Board
10 they said that they do want private schools.

11 THE CHAIRMAN: The meeting will adjourn.

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13 ---Adjournment.
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ANGUS, STONEHOUSE & CO. LTD.
TORONTO, ONTARIO

SELECT COMMITTEE ON MANPOWER TRAINING

Hearings held before the Select
Committee on Manpower Training, at
the Parliament Buildings, Toronto,
Ontario, commencing at 10.30 a.m.,
on October 17th, 1962.

PRESENT:

MR. J. R. SIMONETT CHAIRMAN

MR. R. BRUNELLE MEMBER

MR. J. BOYER MEMBER

MR. A. E. THOMPSON MEMBER

MR. R. J. HARRIS MEMBER

MR. R. GISBORN MEMBER

MR. E. P. MORNINGSTAR MEMBER

MR. A. CARRUTHERS MEMBER

MR. J. MORIN MEMBER

MR. T. EBERLEE SECRETARY

DR. J. CRISPO DIRECTOR OF
RESEARCH

PROF. LOGAN



--- On commencing at 10.30 a.m.

THE CHAIRMAN: Gentlemen, we have with us this morning a group from the Ontario Provincial Council, United Brotherhood of Carpenters and Joiners of America, Mr. George F. McCurdy, Secretary-Treasurer is going to present the brief. If you would come up, Mr. McCurdy, and introduce the rest of your group before we proceed.

SUBMISSION

OF THE

ONTARIO PROVINCIAL COUNCIL, UNITED BROTHERHOOD
OF CARPENTERS AND JOINERS OF AMERICA.

APPEARANCES:

Mr. G. F. McCurdy	Mr. Alex Gyemi
Mr. A. Campbell.	Mr. Fred Hawes.
Mr. P. Hanshar.	Mr. B. Clarke.
Mr. A. Smith.	Mr. G. Graham.
Mr. Derrick Manson.	
Mr. J. Pesheau.	
Mr. A. V. Cooper.	
Mr. N. Hilborn.	



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4 MR. McCURDY: Thank you. I would
5 like to introduce those who are present:

6 Mr. A . Campbell, President of
7 the Ontario Provincial Council, United Brotherhood
8 of Carpenters and Joiners of America.

9 Mr. P. Hanshar, from the Niagara
10 district.

11 Mr. Angus Smith, Toronto District
12 Council of Carpenters.

13 Mr. Derrick Manson, Central Ontario
14 District Council.

15 Mr. J. Pesheau, from the Northern
16 Ontario District Council.

17 Mr. A. V. Cooper, General Executive
18 Board Member of the International Carpenters Union
19 for the ninth district, also a member of the
20 Provincial Advisory Committee.

21 Mr. N. Hilborn of the Furniture
22 Workers Union.

23 Mr. Alex Gyemi, Western District
24 Council.

25 Mr. Fred Hawes, a member of our
26 Association, also past Director of Apprenticeship,
27 Province of Ontario.

28 Mr. Basil Clarke, of the Mill Wrights
29 Union.

30 Mr. G. Graham, of the Domtar Company.



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4 THE CHAIRMAN: Thank you and
5 welcome to our hearing. You may continue with the
6 brief.

7 MR. MCCURDY:

8 INTRODUCTION

9 The wisest decision has been made in the
10 appointment of this Select Committee to study the
11 changing manpower needs in the light of automation
12 and technological development, over recent years,
13 in the Province of Ontario. This represents a
14 great challenge for this Committee and we appear
15 before you today, not as any authority on the
16 subject but with the sincere hope that discussion
17 of our problems may help you in bringing forth
18 recommendations to minimize the problems involved
19 in the adjustment of the new technology.

20 Our Ontario Provincial Council, United
21 Brotherhood of Carpenters and Joiners of America,
22 has a membership numbering near 40,000 and operates
23 within the primary spheres of general construction,
24 sash and door - furniture and cabinet industries
25 and the lumber and sawmill industry. This
26 membership is composed of Carpenters and Joiners,
27 Millwrights, Lumber and Sawmill workers, Pile
28 Drivers, Bridge, Dock and Wharf Carpenters,
29 Underpinners and Timbermen, Shipwrights, Boat
30 Builders, Ship Carpenters, Joiners and Caulkers,
Cabinet Makers, Bench Hands, Stair Builders, Millmen,
Floor Layers and Finishers, Shinglers, Shorers,



Furniture Workers, Casket and Coffin Makers, Box
Makers, Railroad Carpenters and Car Builders.

The Ontario Provincial Council is
concerned about all types of technological change
which tend to increase production. We are concerned
about its impact on the individual worker, the
Company and the entire community. We realize the
great benefits which may be produced by automation
and technological development if properly handled.
The changing technology should, we are told, benefit
all of our society. It should make possible an
increasingly shorter work week, with longer vacation
periods. It should increase the opportunities
for earlier retirements and develop a vast increase
in our material standard of living.

Technological change, however, when taking
place in a sagging economy only tends to add to
the problem of unemployment. Our economic growth
rate must therefore be sufficient to absorb
displacements from all causes as well as natural
growth in the labour force.

LUMBER AND SAWMILL WORKERS FACE TECHNOLOGICAL CHANGE.

An example of our concern is found in the Lumber
and Sawmill section of our organization, 15,000
membership, where in the last three years productivity
in the Northern Ontario logging industry has
increased by 20% with great developments in
mechanization. Since 1956 8,000 Bushworkers have
lost their jobs due to the increased mechanization.



The Lumber and Sawmill workers Union, in negotiating with the employers in the year 1960. describe the effects of technological change in their industry exceedingly well in a Brief submitted to a Board of Conciliation. They said, "Pulpwood operations offer an extremely tempting target for cost-saving mechanization. Woods operations also lend themselves to important technological changes which stand to realize substantial economies for relatively small capital investment in equipment, especially as compared with mill operations.

The "revolution" in pulpwood operations has been underway only since the end of World War II. The first two major changes throughout the industry have been: 1) Replacement of the bucksaw by the one-man power saw. 2) Replacement of the horse by mechanical skidding and hauling equipment.

Another important development, though not as general as the first two, has been the trend toward logging 8-foot, rather than 4-foot wood.

The use of the one-man power saw has resulted in spectacular productivity gains in cutting operations. In the Province of Quebec, average production per man-day (piece-work cutters) rose from 1.5 cords in 1948-49 (bucksaw) to 2.4 cords in 1956-57.* (*Reports by Quebec Minimum Wage Board, 1950, 1958). This is an increase of 60%. According to Industry sources, even this figure may be an



understatement because of the recent trend towards fewer hours per day by piece-work cutters. While corresponding data for Ontario is not available, it is reasonable to assume that the productivity increase has been of a similar order of magnitude as in Quebec.

Tree length logging was pioneered in Ontario by Marathon Paper, having started to use highly mechanized operations soon after the last War. This Company undoubtedly enjoys an advantage over many of the other companies in having the benefits of many years of experience with mechanized logging.

The essentials of mechanized tree length logging are well described in a Marathon manual published in 1948: "MECHANICAL LOGGING AN OPEN AIR FACTORY", "This mechanical logging system closely resembles the production line systems of factories. It is based on the following premises: that men should NEVER have to lift logs; that beasts of burden of any kind are unnecessary, all power being supplied by machines, that logs should never be piled up and the piles broken down again; that once wood has started moving from the stump, it is kept moving until it reaches the dump..."

Large-scale tests of Full Tree logging, using the Clark Pulpwood Logger and Michigan Arch Logger, have been made in recent years by Ontario Paper at Heron Bay. The 1957 test, using the Michigan



Arch Logger, lasted 350 hours. Trees were felled by piece workers using power saws. The high weekly production in this test reached 2 1/2 cords per hour, while the high daily production was 3.3 cords per hour, on a 700 foot skid distance. 20 cords were processed per man-day at the landing. Delimbing and slasher units could handle the output of 2 Loggers, i.e. 40 to 50 cords, in an 8-hour day. The crew used in this test consisted of 12 men plus a foreman, as follows: Skidding - 1 logger operator, 2 chokemen; Tree Roder - 1 operator, 1 helper; Delimber - 1 operator, 1 helper; Slasher - 1 operator, 1 helper; Pallet - 1 top loader; Truck - 1 driver; River landing - 1 dump man.

With an additional Arch logger (1 operator, 2 chokemen), or a total crew of 16, the Company estimates that 45 cords could be handled in a 6-hour day with an over-all production rate of 2 1/3 cords per man-day from tree to river on a 2 or 3 mile haul.

The Nelson Yarder is in use in some Northern Ontario operations. Used for forwarding 8-foot logs from strip roads to truck roads, it claims a performance averaging 9 cords per machine-hour, with a maximum effort recorded of 21 cords per hour (wood piled in 1 1/2-cord piles).

The Pope Timber Harvester is one of a number of multi-process machines which represents the ultimate in mechanization. These self-propelled machines, operated by one man, fells, carries the



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3 tree to the road, delimbs, bucks and drops the
4 bolts onto the pile. A test with the Pope
5 Harvester reached a maximum rate of 2 cords per
6 hour."

7 This is, indeed, characteristic of what is
8 taking place in not only the Lumber and Sawmill
9 industry but in the construction, furniture and other
10 industries in which our members work. The problem
11 cannot be solved by collective bargaining alone.
12 Only a conscious effort on the part of labour,
13 management and government will relieve the problem.

14 The Second General Vice-President of the
15 United Brotherhood of Carpenters and Joiners of
16 America, made some significant statements in
17 addressing the 50th Convention of the Ontario
18 Provincial Council when he said: "Today the amount
19 of security the average worker enjoys is down to
20 an irreducible minimum. Skills are becoming
21 obsolete in an age when machines that "think" come
22 off the drawing boards every week. Industrial
23 plants migrate from one area to another at the
24 drop of a hat. To add to the woes of the average
25 worker, 35 or 40 years is set as the upper age
26 limit for hiring by many companies.

27 A constant fear of most industrial workers
28 is that a new machine may displace them in a month
29 or in a year from now. This fate has already
30 befallen millions of people in mills and factories
from coast to coast, and there is no way of
stopping the process in the foreseeable future.



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4 Technological progress cannot be held back, and
5 for that matter, neither should it be; however,
6 an important goal of every labour organization
7 must be to alleviate some of the effects of
8 technological progress on the jobs of workers
9 and to win for these workers remaining on the job
10 an increasing share of the fruits of increased
11 productivity.

12 Re-training is a very important aspect of
13 this responsibility. Contracts negotiated in the
14 next few years must take cognizance of this fact.
15 There must be provisions written into the contracts
16 guaranteeing displaced workers an opportunity to
17 acquire a new skill which the company may need.
18 This is particularly important for the younger
19 worker. To supplement these re-training guarantees
20 written into contracts, it may become necessary
21 for our Brotherhood to broaden its Apprenticeship
22 program to include various types of re-training
23 for members displaced by technological changes.

24 It is doubtful if any given industry will
25 remain static for any length of time in the future.
26 New equipment and new ways of doing things will
27 constantly be entering the picture. It is not
28 beyond the realm of possibility that the young man
29 starting out today may have to re-train two or
30 three times during his working years.

Industry should bear the burden of the cost
of this re-training. It should be a part of the
cost of re-tooling, just as much as erecting a new
factory or discarding an obsolete machine should be,



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3 but until such time as this desirable end is
4 achieved, our Brotherhood must bend every effort
5 toward affording displaced members an opportunity
6 to prepare themselves for the kind of employment
7 that is in demand.

8 Better pension plans can provide a certain
9 amount of security for workers in the upper age
10 brackets. Re-training can solve the economic
11 problems of younger workers displaced by machines,
12 but there is a large segment falling between these
13 two categories. Those who cannot be re-trained
14 and yet are too young to retire, ought to be
15 eligible for substantial severance pay in lieu
16 of pensions. A certain percentage of profits should
17 be set aside each year to build up a fund for
18 providing severance pay. Industry thinks nothing
19 of abandoning old factories to establish more
20 efficient ones. They consider this a part of the
21 cost of doing business. Part of the fruits of
22 increased productivity must be utilized to soften
23 the blow accruing to those displaced by automation."

24 APPRENTICESHIP TRAINING

25 The Province of Ontario, in the year 1928,
26 passed the first genuine Apprenticeship Act in
27 the Dominion of Canada. This Act was applicable
28 to the Building Trades only.

29 We are proud of the fact that the Carpenters'
30 organization played a prominent role in the
establishment of Apprenticeship training under



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3 the Apprenticeship Act within the Industry. We
4 are not happy with the fact that as few as 1,313
5 carpenter apprentices were trained under the
6 system over the years 1928 to 1961. This isn't
7 a record that this Province can regard as
8 satisfying. We are not pleased with the minimal
9 completions and accept our share of the responsibility.
10 But, we do recognize the apprenticeship training
11 under the Act, with some refinements made, as the
12 only sane means of meeting the skilled needs of
13 the Industry.

14 Employers and Building Trades Unions are
15 given credit for the establishment of Canada's
16 first Apprenticeship Legislation. Previous to
17 enactment of this Legislation both parties,
18 recognizing the needs of the Industry, cooperated
19 in the financing and operation of an experimental
20 plan of apprenticeship to demonstrate the
21 workability of a cooperative control scheme of
22 apprenticeship training.

23 Employer Attitudes to Apprenticeship Training

24 Some construction firms, like Piggott Construction
25 and a few others, place very special importance
26 on the development of human resources. These few
27 companies recognize that they can only achieve
28 their goals through the effective efforts of the
29 employees. They understand a productive employee
30 must possess the necessary knowledge and skill to
do their jobs correctly, quickly and conscientiously
and the Apprenticeship Act is used to the greatest



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3 advantage to promote training of craftsmen.

4 On the other hand the large majority of
5 employers, particularly in the construction
6 industry, have the greatest interest in the
7 slugger who would be obtained for the least cost
8 and invariably after the slugging is completed, the
9 boy is relegated to the permanent ranks of labour
10 where he hasn't the opportunity to develop a
11 skill.

12 Section 7 of the Apprenticeship Act
13 stipulates that an apprentice must be under
14 contract before the termination of a three month
15 period, except under special conditions where the
16 Director may authorize a one month extension. The
17 Act means nothing to so many contractors.
18 Indenturing of the apprentice is all too often
19 delayed and in too many cases is never carried out.
20 The average application of proof of violation
21 of the Apprenticeship Act in this respect. The
22 youngster becomes, in these cases, a source of
23 supply of cheap labour.

24 Report to Deputy Minister of Labour by Fred J. Hawes,
25 Special Representative on Apprenticeship, January 31,
26 1955.

27 A report on Apprenticeship training in the
28 Building Trades industry (bricklaying, masonry,
29 carpentry, painting and decorating) to the Deputy
30 Minister of Labour, Mr. J. E. Metzler, in the year
1955, used the Toronto area as an example of employer's
failures in apprenticeship training:



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3 "Carpentry: The carpentry trade could provide
4 our largest field of operation, but, once
5 again, the employers are satisfied and
6 complacent.

7 Seventy-five firms are shown as general
8 contractor members of the Toronto Builders'
9 Exchange and these seventy-five include the
10 largest of our construction organization.
11 These people employ 102 registered apprentices
12 while there are 3300 persons shown as
13 carpenters and members of the Carpenters'
14 Union.

15 (Ratio is 1 apprentice for every 8 journeymen)
16 There are times when an employer finds it
17 necessary to obtain a number of fully skilled
18 craftsmen, but, apparently, the "old guard"
19 that have done the better work for so long,
20 plus the apprentices we have trained throughout
21 the years, along with some fully skilled
22 immigrants, are sufficient to meet the situation.
23 Therefore, the employer is not sufficiently
24 disturbed to increase his interest in
25 apprentices or apprenticeship.

26 The Toronto Metropolitan Home Builders
27 Association has a membership of 209. These
28 people are the house and apartment builders.
29 Some of the houses built are most pretentious
30 and require the best efforts of fully skilled
artisans and should provide a good opportunity
for apprenticeship training.



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3 The 209 members of the Home Builders organization
4 have 12 registered apprentices in their
5 employ."

6 Statements attributed to the Secretary of
7 Toronto and District Trade Contractors Council,
8 when appearing before the Goldenberg Commission,
9 represent the naked evidence of a breakdown of the
10 carpentry craft. He said: "Employers estimate that
11 an able labourer given six months training could
12 easily develop the necessary skill to do the
13 carpentry work demanded for house and apartment
14 construction." (pg. 299 verbatim report, vol. 2)

15 Unsatisfactory Completions.

16 This is another feature of the annual
17 Apprenticeship Report which points to a sorry
18 failure in apprenticeship training. The statistics
19 compiled under this heading are interpreted as
20 being apprentices who have completed the required
21 training period without satisfactory attendance
22 at Provincial Institute of Trades, as is required.

23 The maximum number under unsatisfactory
24 completions up to the year 1952 was two (2). Now
25 we find that in the year 1959 there was a high of
26 21 unsatisfactory completions and in the year 1961
27 17.5% of the graduating carpentry apprentices
28 had completed the training without completing
29 the classroom training at Provincial Institute
30 of Trades.

It is right and proper and indeed expected that



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3 the Act in its regulations should make classroom
4 training obligatory. The trainee is penalized by
5 being denied a certificate but the regulation should
6 place more responsibility on the employer than is
7 found under obligation of the employer. The
8 local Advisory Committee should accept more
9 responsibility in making certain that studies are
10 carried out according to the regulations.

11 Looking to the annual apprenticeship data we
12 find that year after year there is an astronomical
13 figure shown for cancellations of carpenter
14 candidate contracts. We agree that it is better
15 to carry out cancellation of the trainee's contract,
16 when it is established that he is not suited to
17 the particular trade, rather than continue when it
18 becomes apparent that he is not suited for the
19 trade.

20 However, there should be some reasonable form
21 of pre-selection to determine whether the youngster
22 has the mechanical inclination to follow the trade.
23 The Grade VIII requirement, seemingly, is the only
24 prerequisite for training. Reasonable aptitude
25 tests might be used to obviate the inevitable
26 embarrassment and discouragement to a candidate
27 who might be better suited to some other line of
28 endeavour.

29 Amend Carpentry Training Schedule

30 The training schedule, established for the
carpentry trade, by the Department of Apprenticeship
is, in some cases, outdated and has not been amended



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3 to compensate for the revolutionary new changes
4 of techniques and materials constantly being
5 introduced to the construction industry. In the
6 light of these innovations there should have been
7 some amendments to the carpenter's training schedule
8 but there is no evidence of any changes to compliment
9 the changing jurisdiction of the carpenter.

10 The Federal Department of Labour appointed a
11 National Committee in the year 1955 to analyze
12 a number of skilled occupations. In drafting the
13 analysis of the Carpentry Trade, the National
14 Committee did give some recognition to the
15 changing jurisdiction of the carpenter. They
16 dignified the importance of acoustic tile
17 application and in outlining the knowledge required,
18 mentioned the variety of suspended ceiling systems,
19 types of materials, spacing and alignment and
20 all the other intricacies involved in the
21 application of acoustic systems.

22 Contractors and the British Columbia Provincial
23 Council of Carpenters, recognizing that acoustical
24 mechanic work has become a specialty under the
25 trade, have established a Joint Committee on
26 Apprenticeship Training in acoustical materials.
27 The course of training has become important
28 enough to run the schedule of training for a
29 period of no less than two years (ref. exhibit "A").

30 The National Committee also gives recognition
to the application of drywall materials and the
techniques involved in application. This too is
another important part of the carpenter's trade



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3 jurisdiction which should be taught the apprentice
4 either as a part of the regular carpentry
5 curriculum or as a specialty.

6 Neither in the case of acoustical or drywall
7 has the Department made a move to amend the
8 training schedule for carpentry.

9 The carpenter considers that Canadians could
10 not do better than to subscribe to the greatest
11 possible use of wood products in view of this being
12 one of our greatest natural resources. However,
13 incases of where wood has been replaced by new
14 materials then there should be no resistance to
15 the amendment of the course of training under the
16 Act to provide the trainee with some knowledge
17 of how the new material is used.

18 We might use sash as an example. We would
19 hope that the schedule of training would continue
20 to provide for teaching the apprentice about the
21 sticking, cope and the general construction
22 of all types of windows and proper fitting care, but
23 it is indeed negligent and thoughtless not to teach
24 about the various systems of curtain wall (metal
25 sash) when we see that the exterior finish of
26 many modern day buildings is of nothing else but
27 curtain wall with very little wood involved.

28 The standard Carpentry Trade Test used by
29 construction local unions affiliated to this
30 Council, in admitting members to the local union
(ref. exhibit "B") does not include, you will
observe, any question of acoustic application,



drywall application or resilient floor laying techniques but in cases of where a member is admitted under a specialty classification, a test along this line is given before admittance to the local union.

We do not advocate that many new materials or techniques are deserving of specialty training. However, where it is warranted, it should be carried out. We do not want too much division of the trade, but there should be no difficulty in preparing the apprentice, through the normal course of his studies, to carry out any type of work within the changing jurisdiction of the carpentry trade.

CERTIFICATION

The United Brotherhood of Carpenters and Joiners of America has, through this Ontario Provincial Council, made formal application to the Department of Apprenticeship for certification of the carpentry trade in the Province of Ontario (Exhibit "C" represents local unions and District Councils requesting repetition of application to Select Committee).

We do not consider this to be a panacea for all of the problems of the Carpentry Industry, but it will, we believe, serve to indemnify against a deterioration of one of the Country's oldest and most important crafts.

Certification of the carpentry trade would



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4 eliminate the untrained individual who graduates
5 from the ranks of a labourer to a carpenter,
6 particularly with clandestine builders in home
7 building industry, overnight, with the purchase
8 of a hammer and saw and the offer to carry out
9 the substitutable portion of the real carpenter's
work on a "half-the-price" basis.

10 Certification of the trade will elevate our
11 apprenticeship training programme to a more
12 respectable level. Employers will be forced to
13 train apprentices in order to supplement the
14 skilled needs of the industry. Certification will
15 close the back door entrance to the trade and
16 open the legitimate means of entry for young men
17 with real potential and a desire to become a
skilled useful journeyman in the industry.

18 The motor mechanic has the certificate of
19 qualification for his industry, and it has
20 served well to cleanse their trade of unskilled
21 half trained mechanics. Their beginning was on
22 a voluntary basis and eventually developed to the
23 present mandatory certification. They have,
24 significantly, made allowances for branches of
25 their trade under certification which could serve
26 as a guide in development of tests for the
27 specialties within the carpentry trade. There are
28 innumerable considerations to be made when drafting
29 the mechanics of certification for the carpentry
30 trade. We must consider, as an example, exclusion



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3 in proficiency tests, for the older member of our
4 organization who has served the industry well and
5 made his proficiency by virtue of many, many years.
6 Time would have to be allowed those already in the
7 industry to meet the degree of proficiency required
8 through tests, but these are not insurmountable
9 problems. If it works for the motor mechanic, it
10 should work for the carpentry industry as well.

11 MILL - CABINET AND FURNITURE

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13 These are all branches of the carpentry trade
14 obviously missed by the apprenticeship training
15 plan for a number of years. The Department is
16 attempting to make a fresh start after earlier
17 failure, to obtain enough candidates to operate a
18 mill section of training. The machinery is there
19 for that purpose and has been there for a few years,
20 but the difficulty has been that the employer has
21 not always cooperated or interested himself in
22 employment of apprentices and where he has employed
23 persons to fill this role, he has not subscribed
24 to training under the Apprenticeship Act.

25 These industries have depended largely on
26 immigrants to meet the needs of skills in the mills,
27 the shops and furniture factory, but here too the
28 supply is running out. There are no real training
29 schemes of any significance in existence throughout
30 these industries. Here we find a real area for



manpower training which is deserving of more serious consideration.

Inadequate space has been the excuse for not including the training of these skills in the past, but now with the expansion and decentralization of classroom training plans, we should be well able to encompass this training within the required areas.

Local Advisory Committee or Joint Committee

Many of the local Advisory Committees are not active or functioning in the Province of Ontario because their activities are contingent on both Labour and Management participation. This is a voluntary matter; we agree, but the Department of Apprenticeship could perform a real service to the cause by using their Inspection Department to rejuvenate these inactive committees.

The Electrical Craft uses the Joint Council effectively in their exemplary system and the Carpenters Union favours this system, over the local Advisory Committee. The indenturing of the apprentice directly to the Council enhances the chances of continuous and uninterrupted training for the trainee. The advantage of a Council arrangement allows movement of apprentices from job to job to prevent unemployment. Unemployment in our trade has been too prevalent for the apprentice, and offers little incentive to the eager trainee to become a journeyman.



Incentive for Training.

Serious attention must be given to providing more attraction or inducement to candidates with real potentials for training in the industry. The seasonal nature of employment in the Building Trades Industry and the small annual earnings in comparison to other Ontario workmen are major considerations which cannot be overlooked by a young man about to make a choice of training for a future. Not only does he look at the ultimate earning power as a finished journeyman. He will consider most carefully the important starting rate which must be adequate to provide for daily meals, clothing, travelling expenses and the tools of the trade which he is expected to gradually accumulate. Not in all cases is the family able to subsidize his training and meet these obvious needs.

The 30% starting rate establishes too low a minimum hourly wage for most apprentices. Too many justify this starting rate by saying that the 30% is only a minimum and the employer can pay more if he wishes. However, the tragic fact is that too many apply this starting rate irrespective of how low the prevailing journeyman's rate in the area may be. They point to the provisions of the Apprenticeship Act to justify the sometimes meagre hourly wage rate for the apprentice.

We do not quarrel with a starting rate in the neighbourhood of 90¢ per hour which is applied when



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3 based on the higher prevailing carpentry rate at
4 Toronto and other major centres. But, we do
5 consider the starting rate most unfair and inadequate
6 when the prevailing journeyman's rate is in the
7 neighbourhood of \$2.00 per hour or less. When the
8 starting percentage is applied here we conceivably
9 have an apprentice starting rate of 60¢ per hour
10 which is too meagre to be acceptable.

11 There is one further anomaly in connection with
12 this percentage to be found in the millworkers,
13 furniture and cabinet industry. The employers in
14 these industries under catch-as-catch-can system
15 of training consider that this formula for payment
16 of apprentices is acceptable and fair for them also -
17 so what do you have in this industry? With average
18 rates of \$1.52 per hour and predominant range of
19 \$1.25 - \$1.78 (D.B.S.) you have conceivably
20 average starting rates of 45¢ per hour. This offers
21 little incentive for training in our industry.

22 Apprentice Membership in Union

23 Some management circles have long advocated
24 that the apprentice should be denied the right
25 of membership in the Union during his period of
26 training.

27 It is an unimpeachable fact that many of our
28 apprentices eventually become a part of Supervision.
29 We are extremely proud of the fact that more
30 supervision is selected from the ranks of the carpentry
industry than from any other trade in the Building



Trades. But, this is no reason for denying the apprentice his due right.

The great preponderance of our collective agreements provide for inclusion of the apprentice in the bargaining unit. Apprentices have always been included in the bargaining unit of certifications issued under the Labour Relations Act. We do not believe that any denial of this right at this time would be in the best interest of apprenticeship in the Province of Ontario.

CONCLUSION

We have attempted to bring all of these points to the attention of this Committee with the clarity and constructiveness they deserve. It is intended that this discussion of our particular problems will animate some understanding and develop recommendations to improve Manpower Training to meet the technological changes of our day.

We thank you for the opportunity of presenting this Brief, all of which is submitted on behalf of the Ontario Provincial Council, United Brotherhood of Carpenters and Joiners of America.

* * * * *

THE CHAIRMAN: Thank you sir.
Gentlemen, have we any questions to ask?

MR. BRUNELLE: The gentlemen should be commended for this excellent brief.



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3 MR. THOMPSON: I would like to
4 say I consider it a most thought provoking brief
5 and raises a lot of questions of matters troubling
6 me and I am sure the other members. I have this
7 concern, you mention in the first pages of your
8 brief this tremendous impact of automation
9 on the pulpwood industry, and you are suggesting
10 contracts should be written into company agreements
11 providing for them re-training of workers, but
12 in the first pages it would indicate to me that
13 automation is really lessening the need, in a
14 tremendous way, for the numbers of workers. I
15 know you follow it up by suggesting pensions
16 and other plans, but when a company finds, through
17 automation it needs only half the workers it has,
18 surely it is unreasonable to ask them to
19 ask them to retrain workers, when there may not
20 be other jobs for them?

21 MR. McCURDY: The suggestion is
22 not made that the company should bear the cost
23 of training displaced workers for work in another
24 industry, but where there is a need, in that
25 company, that these people be retrained, this
26 is what we refer to.

27 MR. THOMPSON: Do you not feel
28 that a company retraining some workers, will take
29 care of a very few of them?

30 MR. McCURDY: There must be
greater responsibility and greater manpower
training. This does not resolve the problem of
management underwriting the cost of training
persons they might use to take care of automation



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4 in their plant.

5 MR. THOMPSON: What happened to
6 those men who were displaced?

7 MR. McCURDY: As far as the
8 Lumber and Sawmill Workers Union is concerned
9 I will call on Mr. Pesheau as he represents that
10 group.

11 MR. PESHEAU: Displaced another
12 two thousand since the time these figures were
13 issued, these people are just out of the industry,
14 out of work. With regard to retraining for new
15 jobs, due to the introduction of machinery and
16 new techniques, the companies have been very good
17 on this, the companies have very seldom gone
18 outside of their work force to get employees to
19 take new jobs, they have attempted to train cutters
20 to operate machines, the only problem we have
21 seen is with mechanics, mechanics are very hard
22 to get because it takes a longer period of training.
23 The impact of the machines on the industry in the
24 last seven years has been that there are ten
25 thousand people less working in the bush in
26 Northern Ontario, with an increased production
27 of 25% and it has only started. There is on the
28 drawing board a new machine that will take twenty
29 more men out.
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THE CHAIRMAN: They are now
mechanized and getting more so all the time,
would the operators, mechanics and maintenance men
for this machinery come under your Union?



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4 MR. PESHEAU: We cover everyone
5 who works in the bush, right from the cook to the
6 floor sweeper.

7 THE CHAIRMAN: If the Government
8 were to set up - certify a trade, say mechanic
9 for heavy machinery, and he went into bush work,
10 he would be under your Union?

11 MR. PESHEAU: Yes.

12 THE CHAIRMAN: And in construction?

13 MR. PESHEAU: That is mill workers.

14 MR. THOMPSON: I am interested
15 because of the broader aspect. If we could have
16 offered retraining to these men, would they come
17 down for retraining?

18 MR. PESHEAU: The people who
19 have been displaced in the pulpwood operations
20 generally speaking are single men, some are
21 married. The introduction of a seniority clause
22 in the agreements has stabilized it to such an
23 extent, family camps have been set up, these
24 people, generally speaking, have not been displaced,
25 but it is the transient, or the guy from the
26 province of Quebec who comes up to work in the
27 winter time, these are the people who are affected,
28 there are just no jobs available to them.

29 MR. THOMPSON: There would be
30 no problem of men uprooting themselves to go
to some other area?

MR. PESHEAU: No.

MR. MORNINGSTAR: Are many of these
people transients?



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4 MR. PESHEAU: Not transients,
5 people from Quebec or Manitoba who come to
6 work in the bush, they may be married and have
7 families in the Province of Quebec or Manitoba.

8 MR. MORNINGSTAR: They just come
9 in for the season?

10 MR. PESHEAU: Yes, workers employed
11 in the bush, that is the majority, some are
12 being displaced in the bush, namely operation 4,
13 Sudbury, there were twelve hundred men last year,
14 now 380 are producing more pulpwood. These are
15 Ontario residents.

16 THE CHAIRMAN: At one time you
17 took men from all over in the bush?

18 MR. PESHEAU: Yes.

19 THE CHAIRMAN: A lot of farmers
20 went into the bush and then went back to the
21 farms?

22 MR. PESHEAU: Yes.

23 MR. GISBORN: Would you say emphasis
24 should be put on the training or the apprenticeship
25 plan in the new innovations, you mentioned acoustics
26 and different applications in the carpentry trade -
27 as we have known it in the past.

28 MR. McCURDY: Yes we do. It is
29 our considered opinion you are not going to
30 successfully implement a training program unless
31 you have an adequate training program to begin with.
32 We don't consider it to be all it should be, As
33 far as the mill, cabinet and furniture branches



are concerned, we are doing nothing about training in that field.

MR. GISBORN: Could you elaborate on the statement that if an apprentice is indentured with the Council, that this would bring about better chances of continuation of the apprenticeship?

MR. McCURDY: Yes. The apprentice normally indentured to the employer can only depend upon employment with that company for the period that the company has work in that area, once the company has no work he is unable to direct the apprentice to work with another employer. Once established with the Council, it is shown to be more effective, they move from one employer to another. As a matter of fact it was established with the carpenters as well a few years back, but they did not continue it, it did work effectively as far as the apprentices were concerned.

MR. GISBORN: This would be because the Union would be able to transfer them from one job to the other?

MR. McCURDY: No, it is Union and management on that Council, and they effectively moved them from one job to another.

MR. MORIN: I think you stated in your brief that a statement was made that a labourer given six months training could easily



develop the necessary skill to do the carpentry work demanded for house and apartment construction. He then leaves the job to find another, is that a statement in this brief?

MR. McCURDY: I believe so.

MR. MORIN: At that point he is out looking for work and calls himself a carpenter, at that point does the Union accept him into the Union?

MR. McCURDY: In cases where an employer has taken on a labourer to perform the work customarily carried out by a carpenter, the Union has little choice but to accept that worker - if he is performing the work of a carpenter - accept him into the Union, as he is classified.

MR. MORIN: By whom?

MR. McCURDY: By the Act itself. If he is performing that work he is counted in the bargaining unit, but once he is certified by way of efficiency test, which governs whether he was accepted to begin with.

MR. MORIN: I feel if you accept him into the Union you would defeat your own purpose.

MR. McCURDY: May I just correct that, they are not accepted at the time of certification, not fully accepted as a member, their application is accepted, and I would hope to make this clear, this isn't by choice, as far as we are concerned, we must take them if they



are performing that roll.

DR. CRISPO: How many members are there?

MR. MCCURDY: 14,800, a little better than that.

DR. CRISPO: Are you trying to tell us if you had your way you would not take 12,700 because only 1,300 went through apprenticeship?

MR. MCCURDY: No, certainly not.

DR. CRISPO: A good many of the persons who have come into the industry have come in by way of the immigration system, a good many are trained and come to our country, some come into the industry not by recognized apprenticeship schemes, but they have had on the job training which requires a lot more training, they become acceptable and proven over the years.

DR. CRISPO, What proportion of the fourteen thousand are journeymen carpenters?

MR. MORNINGSTAR: Thirteen hundred.

MR. MCCURDY: May I hear the question once again?

DR. CRISPO: What percentage of the fourteen thousand would be up to the standard of the thirteen hundred that went through apprenticeship?

MR. MCCURDY: That is hard to answer.

MR. EBERLEE: What percentage would not be up to that standard?

MR. MCCURDY: We desire it to be 100 percent.



MR. EBERLEE: By compulsory certification you mean that the trade could not be practised unless the man has a journeymans card or is an apprentice?

MR. MCCURDY: Yes.

MR. EBERLEE: What is the purpose of compulsory certification from your point of view?

MR. MCCURDY: Purpose number one is -

MR. EBERLEE: The hard core purpose.

MR. MCCURDY: Would be to give recognition to the oldest craft we have in the Province, and to protect the craft against the employer, or anyone, bringing persons into the industry less than skilled.

MR. EBERLEE: You people seem to have done pretty well over the years without compulsory certification. The consumer of the product seems to be relatively satisfied.

DR. CRISPO: You haven't had certification, you must be policing this yourselves, making sure a high percentage are of certification standard.

MR. MCCURDY: We have done this a good deal over the years.

DR. CRISPO: Is the purpose of certification really to assist you in keeping the trade within certain bounds and to keep those people - the unorganized elements from getting too high?



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3 MR. MCCURDY: Not to assist us,
4 I would say it helps the consumer.

5 DR. CRISPO: Does he care?

6 MR. MCCURDY: The consumer?

7 DR. CRISPO: Yes, since 1928 you
8 have been building things like crazy.

9 MR. F. CLARKE: One only has to
10 examine some of the development housing that was put
11 up ten years ago and bricks are falling out, the
12 doors won't close, they get galloping joists on
13 them.

14 MR. EBERLEE: This is giving
15 employment to your people.

16 MR. GIBBORN: A skilled craftsman
17 can do inferior work if he is under pressure.

18 MR. CLARKE: This goes back to
19 the hammer and saw people. I live in Toronto and
20 I have seen a lot of housing and apartments go
21 up, you take in a housing development, what is
22 happening is you would find one carpenter would
23 be doing nothing but nail sub-flooring, and
24 another would come in to put on facia and another
25 carpenter would put on the roof, this is a total
26 carpenters job, never just a hammer and saw job,
27 this is what we object to, and since it is a
28 carpenters job we consider a carpenter should be
29 able to do all those operations adequately and well.

30 MR. HARRIS: Would you make
different categories of carpenters?

MR. MCCURDY: No.

MR. HARRIS: Would you consider



any category at all?

MR. CLARKE: There are some things - drywall may have been mentioned, that has become a relatively specialized trade, and this is partly because of the method - the technique used, you have to dimple the paper in just such a way, and a man who is doing it continuously - and it could be a carpenter, and this is where retraining comes in, we feel if it is included in the carpenters training schedule, that the man who is presently a carpenter, will not be displaced, and I think this is the crux of the whole matter, we don't want displacement by people who pick up a hammer and saw and call themselves carpenters. I don't know how many bridges were built on 401 - we would have to get more information on that, but I think there was something over 200 bridges built along 401 and a lot of it was done by hammer and saw men, displacing qualified carpenters.

DR. CRISPO: Let me ask this question, I think I could make a case - and I am the last one to defend home builders, I saw what was going on in the City over the past two years, I think I can make the argument that on grounds of efficiency the way to construct a house to-day in a housing development, is having people doing specialized tasks and moving from house to house. You may say train him to be a journeyman and then he would be in a position to move from one specialty to another, there is some

any category at all?

Mr. L. H. H.: There are some things -

they will have been mentioned, that has become

a relatively specialized trade, and this is

hardly because of the method - the telephone used,

you have to make the paper in just such a way,

and a man who is doing it continuously - and he

could be a specialist, and this is where education

comes in, we feel it is to include in the

competence training schools, that the man who

is presently a carpenter, will not be displaced,

and I think that is one of the whole matter,

we don't want displacement for people who work

of a character and call - mechanical carpenter.

I don't know how many bridges were built in 1901 -

we would have to get some information on that,

but I think there was something over 400 bridges

built along the way and a lot of it was done by

hammer and saw, and that is the definition of a carpenter.

Mr. L. H. H.: I am not sure.

question, I think I could make a guess - and I am

the last one in the line, but I am not sure.

what was going on in the Gray over the last two

years. I think I can make the argument that on

grounds of efficiency the way to construct a

house today is a house of development, is having

people doing specialized tasks and doing them

house to house. I don't say each man to be a

journeyman and then to would be in a position to

move from one specialty to another, there are some



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4 truth to this, but you don't have to train them
5 to a journeyman's standard to make them earn
6 a living, it is quite conceivable that this man
7 doing subflooring may be kept busy moving from
8 one contract to another, why should we train all
9 carpenters to be of journeyman's standard?
10 You gave the example of building bridges on 401,
11 should the government be required to pay a full
12 journeyman and write off people who do not have
13 journeyman classification and yet are capable
14 of doing the frame work?

15 MR. CLARKE: The fact of the
16 matter is you have supposedly the carpentry
17 industry where journeyman are employed, now
18 if we are talking about cheap labour and all
19 we are concerned about is getting a job done cheaply,
20 never mind the galloping joists or anything like
21 that.

22 DR. CRISPO: Your carpenters
23 are getting what in this Province? - let's say
24 in this City they are getting -

25 MR. MCCURDY: \$3.10.

26 DR. CRISPO: It is quite conceivable
27 the fellow doing specialized work is incapable
28 of becoming a full fledged journeyman and there
29 are a lot of men in this country who could not
30 become full fledged journeymen, and I suspect some
are in this very position, now are we to rule them
right out of the industry, it is unfair to them



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4 and I have a feeling it may be uneconomic, you
5 could pay them less than your rate and still not
6 be accepting them.

7 MR. CLARKE: If it is unfair to
8 them to keep them out of employment what about the
9 journeyman who couldn't obtain employment for
10 the very fact you have a hammer and saw man.

11 DR. CRISPO: What percentage of
12 your people are unemployed?

13 MR. CLARKE: At present not too bad.

14 DR. CRISPO: During the winter
15 residential work goes down to nothing, so you
16 have unemployed workers down town, they are
17 hit harder than the down town people.

18 MR. MCCURDY: I don't agree,
19 the residential does not necessarily close down,
20 not the inside work.

21 DR. CRISPO: Is it less than
22 say down town commercial work?

23 MR. CLARKE: It is easier to
24 stick a furnace in a house and this is done, than
25 it is to heat a \$500,000.00 commercial job.

26 DR. CRISPO: The Federal Department
27 of Labour states that in terms of residential
28 construction it is hit far harder than commercial
29 construction. The thing I am worried about is
30 why we should have to bring every carpenter,
handy man - except myself in my own home - why
should everyone who carries a hammer and saw have
to be raised to this one level? He may not ever



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4 use any skill.

5 MR. ANGUS SMITH: You differentiate
6 between a lawyer who takes criminal cases and
7 one who take affidavits, both require the same
8 efficiency.

9 DR. CRISPO: They get different
10 rates of compensation. Why not compare yourselves
11 with the blue collar worker in industry, if you
12 have a machine 1, 2 and 3, the man on 1 is
13 far more capable and gets a different rate.

14 MR. A. SMITH: The lawyer sets
15 his own price, our prices are set by collective
16 bargaining.

17 DR. CRISPO: What about general
18 industry, where you have different degrees of
19 skill in the different trades?

20 MR. A. SMITH: This is something
21 in which the people employed in those industries
22 are concerned, ours has different standards
23 and qualifications which must be met as far as
24 we are concerned.

25 DR. CRISPO: I can't argue with
26 that. I am asking whether you should set one
27 standard and say everyone must attain that before
28 coming into the Union.

29 MR. F. CLARKE: There are certain
30 areas in which we say specialized training is
essential.

DR. CRISPO: You would never
consider the subfloor men?



MR. ADAMS SMITH: You didn't miss

between a lawyer who takes criminal cases and
one who takes civil cases, is it because the same
of the industry?

MR. WILSON: They are all lawyers

cases of common law. They are taking yourselves
with the time to law worked in industry, do you
have a medical, I am, the man of the
law work, capital and law, a different case.
MR. ADAMS SMITH: The lawyer adds
his own price, and prices are not a collective
bargaining.

industry, where the law is a source of
skill in the law, is it not?

MR. ADAMS SMITH: This is something

in which the law is involved in these industries
and connected, and in different standards
and what I am talking about is not as far as

we are concerned

MR. WILSON: I don't agree with

that. I am not a lawyer and should not be one
standing and say anything about what they believe
coming into the law.

MR. ADAMS SMITH: There are certain

cases in which the law is involved in industry

MR. WILSON: You could never

identify the relationship



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4 MR. CLARKE: I think we are
5 going to extremes with the subfloor boys.

6 DR. CRISPO: There are degrees.

7 MR. HARRIS: That is what I
8 want you to follow through on. There must be
9 some place you can make a category here, you say
there isn't.?

10 MR. MCCURDY: We have stated
11 this category.

12 MR. HARRIS: You have everyone
13 at the top without anyone working in between,
14 you say everyone has to be a fully fledged
15 journeyman, and those people who do not qualify,
you don't recognize them at all?

16 DR. CRISPO: What happens to these
17 people?

18 MR. HARRIS: All these people
19 who haven't got a high enough I.Q., there is no
20 other category that you can make for them in your
21 make up?

22 MR. HANSHAR: There aren't
23 enough jobs for those in the industry now.

24 DR. CRISPO: We aren't trying to
move more in.

25 MR. HANSHAR: Generally speaking
26 during the fall season we simply say there isn't
27 enough work now for the qualified people to do
28 and yet you are suggesting you bring in people
29 who can only lay subflooring, into the designated
30 trade of carpentry.



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3 DR. CRISPO: The thing that
4 worries me is we are going to throw all these
5 people out, you are saying they should be brought
6 up to necessary proficiency, but there are a
7 lot of them won't get through, especially immigrants.

8 MR. MCCURDY: Why should they be
9 in if they are not able to make the grade as
10 journeymen carpenters?

11 DR. CRISPO: Do we have to have
12 all journeymen?

13 MR. F. CLARKE: Under the laws
14 of the land we are theoretically - before we do
15 business with a contractor supposed to obtain
16 certification, right now, having said that we
17 can do a job and organize it, take in hammer and
18 saw fellows, this is the proposition made by every
19 member of the committee. We go to the Board
20 and get certification at the start. Then the
21 employer says, "What are you talking about, I
22 haven't got any carpenters, these guys are nothing
23 more than labourers, they are using a hammer and
24 saw, they are only labourers". Where is it going
25 to end up, are we going to be denied certification
26 because hammer and saw men are on the job?
27 When you go to negotiate with the agreement he tells
28 us he didn't have carpenters on the job.

29 DR. CRISPO: It doesn't matter if
30 you have got all journeymen, if you can't strike
that fellow he is going to pay less than the
journeyman rate any way.



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4 MR. F. CLARKE: Here you have
5 a bunch of hammer and saw fellows, the question
6 of whether we should recognize these fellows as
7 a group or not I think is immaterial to the question,
8 as you say they are there, what are we going to
do with them.

9 MR. EBERLEE: Under compulsory
10 certification are you going to take in all the
11 hammer and saw men?

12 MR. F. CLARKE: This is where
13 manpower training comes in, they should be trained
14 so they would be of a higher level.

15 MR. EBERLEE: This may take five
to ten years.

16 MR. CLARKE: Been going since 1881.

17 MR. HARRIS: If they could be
18 brought to a certain level so they can get some
19 credit, you think there is no place where we
20 could bring them up to a certain level, where they
21 could be certified for something, you think we
should bring them up to the top?

22 THE CHAIRMAN: I think maybe we
23 have pursued this far enough. You are referring
24 to apprentices you are going to take in from to-day
25 on, those are the people you want certified?

26 MR. MCCURDY: That is true.

27 THE CHAIRMAN: We will go back
28 to the ones now working, where a man has worked
as a journeyman, he could get a certificate?

29 MR. MCCURDY: Yes.
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3 THE CHAIRMAN: But one working
4 at the trade who isn't certified, he would have
5 to upgrade or leave the trade?

6 MR. A. CARRUTHERS: I think at the
7 present time you regard Grade 8 as the standard
8 required for carpenters?

9 MR. MCCURDY: Yes.

10 MR. CARRUTHERS: In view of
11 automation making such inroads into the trade
12 do you feel there would be a necessity in the
13 future for a man to have Grade 10 or 11?

14 MR. MCCURDY: Yes.

15 MR. CARRUTHERS: What happens
16 to these other people?

17 DR. CRISPO: There will be people
18 in the future who will not get to grade 10.

19 MR. F. CLARKE: I think this
20 goes to personal will. We graduated two apprentices
21 this is mill wrights - But the think is these
22 fellows we graduated, two apprentices this year,
23 started with Grade 8, instead of taking four years
24 it took six years to complete the training. Before
25 they went into training school these fellows really
26 did some boning up and they did surprisingly to
27 everyone - they took top average in the class.

28 MR. CARRUTHERS: I still think
29 that a large group will not come up to grade 10 or 11.

30 THE CHAIRMAN: Or equivalent for
their trade.

MR. GISBORN: If we follow this
line of thinking with regard to compulsory certification



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4 would you start to drop the non-competent from
5 your organization?

6 MR. MCCURDY: Yes.

7 MR. ALEX GYEMI: The problem
8 concerns apprenticeship training itself, the
9 question of what the starting requirement of
10 an apprentice is to be sometimes is not determined
11 by a specific grade. These young apprentices
12 should be given an aptitude test to show whether
13 he has the aptitude towards the trade to its
14 completion, and where he falls short it should
15 be the responsibility of the committee, or the
16 people overseeing his development, to see he does
17 develop the mathematical requirements, along with
18 the theoretic. I know that what is required
19 is even higher than 11th grade mathematics, but
20 I don't think this should be a stumbling block.
21 This young person should have the aptitude for
22 that trade and that a well guided course of
23 training should be instituted and along the same
24 lines with the retraining program a man could be
25 given an opportunity to raise his level to that of
26 a journeyman.

27 MR. THOMPSON: I am interested
28 in the sense of dignity of some of the fine
29 craftsmen carpenters who have gone through a
30 process and love their work, how must these fellows
feel at being listed equally in status with
the many men banging nails in the floor, and I am

would you start to drop the non-compare from
your organization?

MR. ALAN GILBERT: The problem

concerns anyone, really, the
question of what the standard is
an apprentice is to be some way in the
by a specific grade. Then your apprentice
should be given an explicit test to show whether
he has the aptitude to go on to the
completion, and where he fails, it should
be the responsibility of his company, or the
people overseeing his instruction, to see he does
develop the necessary aptitude, right with
the theoretic. I know that what is required
is even higher than that, but I think
I don't think this should be a specific field.
This young person should have the aptitude for
that grade and that a well known number of
training should be laid down, and along all these
lines with the necessary, before a man could be
given an opportunity to raise his level so that of

MR. THURMAN: I am interested

in the case of dignity of work on the line
craftsmen carpenters who have gone through a
process and love their work, how must these fellows
feel at being listed secondarily in status with
the many men hanging nails in the floor, and I am



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4 thinking of a young apprentice looking forward
5 to assuming that dignity when he knows that when
6 he gets out his job will be banging nails, surely
7 you take into consideration the dignity of the
8 old craftsmen and the young apprentice, that he
9 will get recognition of being a highly skilled
10 person, you won't put them into similar jobs
surely you would want those within your organization?

11 MR. F. CLARKE: If I may presume
12 to answer that point, when the men are younger and
13 more active you will find them - regardless of
14 the fact that they may be highly skilled finish
15 carpenters, on occasion they work on footings,
16 and when they are on the footings it is a dirty
17 job and a heavy job and they consider it is
18 worth equally as much money when they are in the
hole as when they are putting trim on the doors.

19 MR. GISBORN: Is there a
20 shortage of what you call first class carpenters
21 or joiners at the present time in Ontario?

22 MR. MCCURDY: We have had 50%
23 of our people unemployed, there is no shortage.

24 MR. GISBORN: You don't anticipate
25 that there is going to be a shortage from now on?
26 Is it necessary that we now start to develop
27 journeymen if there is no shortage and you don't
anticipate a shortage of first class carpenters.

28 MR. CLARKE: I think what our
29 brief is saying is that the training isn't extensive
30 enough, some training should be given in a more



specialized field such as drywall application
and I think another example is acoustics which
is another highly specialized branch of the trade
DR. CRISPO: I got the impression
you were suggesting different lengths of time
for apprenticeship?
MR. MCCURDY: That may be, possibly
as far as acoustics is concerned.

DR. CRISPO: Say four years?

MR. MCCURDY: Yes.

THE CHAIRMAN: You feel there are

enough fully trained journeymen or finish carpenters
that are out of work - I am talking about carpenters
I am not talking about so-called carpenters.

MR. MCCURDY: Yes.

THE CHAIRMAN: What district are
you talking about?

MR. MCCURDY: The Province of

Ontario, we do have enough at the present time
and it isn't necessary to bring labourers in,
neither is it necessary to train further carpenters

in agreement 5 or 6, it is enough for the

apprenticeship training program to carry on with a
few refinements so that a steady flow of qualified
journeymen. If it becomes necessary to specialize,

lets specialize and refrain if necessary. We

are trying to place emphasis on the present scheme
of training, it isn't necessary to bring a lot of
people from outside and include everyone, but to

certainly carpenters and give the trade dignity.



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4 THE CHAIRMAN: Do you realize
5 there are places in Ontario where you cannot get
6 a journeyman carpenter?

7 MR. MCCURDY: They wouldn't pay
8 the rate.

9 THE CHAIRMAN: A lot of places
10 didn't even ask the rates, I have been waiting for
11 a cottage to be built, I never asked a man for
12 his rate.

13 MR. ALBERT CAMPBELL: I am from
14 your district, you come to 14 Garrett Street and
15 you will get carpenters.

16 THE CHAIRMAN: I would doubt that.

17 MR. HOGAN: I want to bring up
18 one point, we go on jobs with home builders, we
19 ask, "How many carpenters have you got employed
20 on the house being built", he said, "We have
21 these fellows here but they are not classified
22 as carpenters. There is always a sufficient amount
23 of unemployed people who will go in and bang down
24 subflooring and after a week's work they are
25 unemployed again, if these people had the proper
26 training you wouldn't have men coming in and doing
27 subflooring. Another big problem is people coming
28 out of industry with a hammer and saw, anyone can
29 be a carpenter.

30 THE CHAIRMAN: That isn't right,
not anyone can be a carpenter.

MR. HOGAN: I would say a good
many people could be carpenters if they had a hammer
and saw.



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4 MR. HOGAN: We have situations
5 where homes were being built with hammer and saw
6 wood butchers, going to work on buildings when
7 we have craftsmen who can build the complete home
8 and have a better result over wood butchers and
9 they are not unemployed after a week of sub-flooring.

10 THE CHAIRMAN: I think if you
11 had more trained carpenters, I am not talking
12 about Toronto or Kingston - away from there,
13 if we had trained carpenters available they would
14 be employed the year around, because there is
15 always someone waiting to get a trained carpenter
16 and who does not want to get someone in his house
17 who will spoil the material.

18 MR. GISBORN: There are plenty
19 of first class carpenters.

20 THE CHAIRMAN: There are not.

21 MR. CAMPBELL: Come to 14 Garrett
22 Street.

23 THE CHAIRMAN: To go up to Sharbot
24 Lake or places like that?

25 MR. HAWES: I have been 56 years
26 a members of the Carpenters and Joiners Union, 82
27 years of age and I worked for 30 years in the employ
28 of the Department of Labour in the capacity of
29 Director of Apprenticeship, I have more experience
30 than any man in Canada, and I am amazed and grieved -
I have been grieved many times when I hear the
arguments and listen to what is said, I don't want
to be rude about these things, but the absolute
ignorance shown by the people here - I don't know



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4 who you are -

5 MR. GISBORN: If you can help us
6 to settle some of the questions we have asked to
7 try and formulate recommendations in regards to The
8 Apprenticeship Act we would welcome it, that is
9 what we are here for.

10 MR. HAWES: My first impression
11 is that the majority know nothing about
12 apprenticeship.

13 MR. GISBORN: That is a matter
14 of opinion.

15 MR. HAWES: I am going to admit
16 I am out of touch, I have been retired for eight
17 years, despite the fact I have been in the
18 construction business for over sixty years, but
19 the same line of thinking that is applied to the
20 construction trade we can apply to any trade.
21 I am going to tell you and repeat what I have said
22 so many times before in the last sixty years, that
23 we the adults of Canada have every reason to be
24 ashamed of our attitude and the things we do and
25 the approach to our young people, we don't do
26 anything, we have made no progress, we still have
27 a big job to do and it will be done, it won't be
28 done by me, but in 1928 after a lot of discussion
29 in which I was involved with contractors a
30 committee was established and we came down here
and we saw Mr. Ferguson - I think it was and talked
it over with him and the leading members of the
construction trade headed by - and Causwell,



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4 they recognized the almost impossibility at times
5 of obtaining fully skilled employees. Now don't
6 let me go on too far, I can talk on this for hours.

7 THE CHAIRMAN: We adjourn at
8 12.30.

9 MR. HAWES: They agreed at that
10 time we were talking about the carpentry trade,
11 the same thing applies to other trades, and they
12 made up their minds that the time had arrived
13 when we should not sit down on our rear end and
14 we have ships to unload - I am an immigrant, I
15 didn't learn my trade in Canada, I applied for a
16 job and the most astonishing thing when I went
17 to an employer and asked for a job and he asked me
18 can you do this or the other, and on more than
19 one occasion, both here and in the U.S. I said
20 to an employer, "I asked you for a job as a
21 carpenter, if I couldn't do those things I wouldn't
22 have asked for the job, if you take me and then
23 I can't do those things then fire me, it is as
24 simple as that." But when I first started
25 working at the carpentry trade in Canada it was
26 before the day of re-inforced concrete, but at that
27 time we had fellows working in the trade who weren't
28 skilled, they never had the opportunity to learn
29 so they had to train people, but they knew if
30 there wasn't sufficient carpenters to-day
there would be tomorrow, we had a big immigration
program and most immigrants came from Great Britain



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3 and we had scores of well trained Englishmen and
4 Scotchmen for the trade, they never had to worry
5 and never did worry, why should they. What
6 about the Canadian, he never knew what apprenticeship
7 meant, he was unskilled, no-one said anything about
8 learning the trade, when he got out of school
9 he went to some job paying the most money, his
10 parents never talked about apprenticeship. I
11 am talking of a parent who had four boys, and I
12 know the difficulty I had to get my four boys
13 apprenticed in shops where they could be properly
14 apprenticed, but I was successful, I knew the score.

15 THE CHAIRMAN: You say you got
16 your four boys in, but just previously you said
17 no boys were serving apprenticeship.

18 MR. HAWES: I didn't say no boys
19 were serving apprenticeships, I said there was no
20 interest.

21 THE CHAIRMAN: There was some
22 interest by some people.

23 MR. HAWES: These boys I am talking
24 about, I had to go and interview an employer myself.

25 THE CHAIRMAN: Yes, but the boys
26 were serving an apprenticeship.

27 MR. GISBORN: You would agree
28 with me we recognize the problem with regard to
29 apprenticeship, but it didn't happen to-day, there
30 has been disregard of a proper plan over many years.

MR. HAWES: In 1928 we asked
for an Apprenticeship Act and finally got it placed



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4 upon the Statutes and we went to work to try
5 and organize it. I was employed by the Department
6 of Labour, but unfortunately 1929 came along and
7 everything went to pot and at that time we weren't
8 able to do much about it.

9 MR. GISBORN: The contractors,
10 in presenting their brief, raised the question
11 of the apprentices being in the bargaining unit
12 and they asked we give consideration to having
13 them removed, they claim this reduces the incentive
14 of the apprentice.

15 MR. CLARKE: I don't believe that
16 because in the millwright field we do not indenture
17 to the contractor, we indenture to the Union, this
18 permits us to move those apprentices around, just
19 as soon as they are out of a job with one contractor
20 we move them to another contractor, the net result
21 in my small local in Toronto there are just over
22 200 members and we have better than 25 apprentices.

23 MR. HARRIS: You have one in four,
24 is that the number you want?

25 MR. CLARKE: We need these numbers,
26 I should be the last one talking about automation
27 because times for our people is very good, we have
28 to advance with the times, if you don't have
29 apprentices you won't pick up millwrights, we have
30 had a lot of help from the Apprenticeship Department,
but it can't be continued, but to say they shouldn't
belong to the Union is wrong, since our apprentices
indenture to the Union they have to belong to the



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4 Union, and here is something working well. If
5 it was left to the contractors there would not be
6 one millwright apprentice indentured in the Province
7 of Ontario, because the contractors don't want
8 the responsibility of training apprentices, and
9 I can understand the carpentry contractors not
10 wanting apprentices indentured to them, because
11 this creates a responsibility on them, not
12 only the training but it inhibits them, where they
13 don't have work they have to keep the apprentices
14 on, and I submit this is the only reason why the
15 contractors don't want apprentices in the Union.
16 I think what we have proposed relative to indentruing
the apprentice to the Committee would partially
over come that.

17 MR. MORNINGSTAR: You allow
18 one apprentice to each journeyman?

19 MR. CLARKE: We allow one for
20 two, as soon as there are two journeymen we allow
21 one apprentice and the ratio is one to five, so
22 that seven journeymen have two apprentices on
23 a job, this doesn't follow on all jobs, where
24 we consider it reasonable, and we handle our
program with a little elasticity.

25 MR. MCCURDY: Mr. Clarke's ratio
26 applies to millwrights, not to carpenters where it
27 is one in eight.

28 THE CHAIRMAN: Pardon me interrupting,
29 there are a few points I would like to clarify.
30 As I understand it your group wants compulsory
certification?



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4 MR. MCCURDY: That is right.

5 THE CHAIRMAN: And you don't
6 want any higher than grade 8, or equivalent,
7 providing they can qualify before some board,
8 that is your thinking?

9 MR. HAWES: I am not doing anything
10 about it, I was invited to come down here I think
11 for certain purposes, I do know something about
12 the problem.

13 THE CHAIRMAN: We are just asking
14 for answers, we could talk on this subject for
15 ever, but we would like to clarify certain points,
16 whether grade 8 or 10 is required.

17 MR. MCCURDY: That is correct,
18 this does not rule out elevating the standard.

19 MR. MORNINGSTAR: At least grade 8.

20 MR. MCCURDY: That is right.
21 We hope the carpentry trade will be able to elevate
22 their standards, as the electricians, they were
23 grade 8 but now have gone to grade 12, it is
24 desirable that the carpenters do this also, at
25 this time we are not suggesting that you push it
26 up to grade 10 or 11, because it would exclude
27 many boys at this time who may be eligible to go
28 into training.

29 THE CHAIRMAN: How many years
30 does it require for an apprentice to train to
become a journeyman?

MR. MCCURDY: The present four
would seem adequate for the training, if you



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4 are going to change jurisdiction may give some
5 consideration to extending that training.

6 THE CHAIRMAN: What about the age
7 limit?

8 MR. MCCURDY: At the present time
9 we don't agree with extending the age limit, because
10 if we extend the age limit and conceivably have
11 young men coming in still young at 30 or 25
12 and then complete four years of training - 29
13 and then are all set as qualified and mature
14 journeymen to pursue the trade and livelihood
15 in that industry and begin at 29 years of age
16 and are rejected in employment at the age of
17 40 years, this has happened with Ontario Hydro,
18 seen the requisition for carpenters in Ontario
19 and asking carpenters not to apply beyond the
20 age of 40 years, we contend you should keep it
21 down, the young man is flexible to teach at an
22 early age, and we don't consider it necessary to
23 up the age.

24 MR. GISBORN: Has that limit
25 been in the last year or two?

26 MR. MCCURDY: That is twice within
27 the last year and a half.

28 MR. R. BRUNELLE: They do hire
29 people over 40 years of age?

30 MR. MCCURDY: Yes.

MR. R. BRUNELLE: It would be
interesting to know, where I come from, just how
many carpenters are over 40 years of age, I would



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4 MR. MCCURDY: The matter was
5 brought to the attention of the Minister. Why
6 should any carpenter be denied employment at the
7 age of 40, the physical age should have nothing
8 to do with his ability to perform the work, but
9 he was being excluded because of his age, and at
10 the present time we don't see any necessity for
11 elevating it under the Act, but once you are
12 considering re-training program under agreement 5
13 or schedule M, this becomes a different thing,
14 it becomes necessary, with a retraining program,
15 you wouldn't be selecting a 17 year old to
16 retrain, the man would be a great deal older
17 than this, you can't confine it to any particular
18 age.

17 THE CHAIRMAN: I can't see why
18 a young man could not continue the training he
19 wishes when he reaches 25 years of age - why he
20 should not have that opportunity, I know of lots
21 of boys who went out and worked for years and
22 then went back and completed their education and
23 became doctors and lawyers, why should we say
24 to a boy who for some reason - sickness or some
25 other reason reaches the age of 23 - that he
26 be denied the opportunity of learning a trade
27 which he has wanted to follow all his life.

26 MR. MCCURDY: We contend there
27 are not going to be so many 25 year olds applying
28 to get into the scheme. If you are training
29 enough 16 or 17 year olds through the schools system,
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4 so that they see they can be trained and can become
5 fully qualified journeymen and pursue that trade,
6 you are going to have more people coming in.

7 THE CHAIRMAN: If this happened,
8 the age limit is removed, I don't think you would
9 have a problem, or we would have a problem, I
10 don't think you are going to have 30 year old men
11 coming in to take training for 4 years.

12 MR. ALEX GYEMI: There are areas
13 under my jurisdiction - that I cover in my district,
14 9 councils, where some 35 and 40 year olds would
15 be taken on with Hydro which pays 50% of the rate
16 and they are now earning \$1.17 or less. If there
17 was as much interest shown in the apprenticeship
18 by the employers as there is by the Union presenting
19 this brief, I think you would find a greater number
20 of apprentices, and more satisfied citizens coming
21 out through this program.

22 MR. GISBORN: How can we provide
23 the motive and incentive for the grade 8 boy of
24 17 years of age to go into apprenticeship when
25 there are more than enough now and the need for
26 them will be getting less all the time.

27 THE CHAIRMAN: At the present time
28 there are not sufficient journeymen carpenters.

29 MR. GYEMI: What we say is if
30 carpenters are certified, if they have to have
some kind of a license to work as carpenters and
we had a proper re-training program for those
who did not qualify to get that certificate, then



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4 in the end we will have a sufficient number of
5 journeymen, I am in agreement if he is talking
6 about fully qualified journeymen carpenters.

7 THE CHAIRMAN: You are a Union
8 group and the employer to you is wrong, I think
9 over the years the Union and the employer are going
10 to get together. I have hired many people and
11 I have never had trouble with the Union.

12 MR. GYEMI: Why put in the word
13 "trouble".

14 MR. CLARKE: There is one thing
15 coming back to the age business, in the brief we
16 are suggesting in school training become compulsory
17 now examine if you will a man 30 years of age,
18 probably raising one or two children, and the
19 allowance for school for a married man from out
20 of town I think is \$24.00.

21 MR. MCCURDY: \$17.50.

22 MR. CLARKE: For a single man.
23 Anyway, I can hardly conceive of a man under those
24 circumstances being amenable to take in school
25 training. I know I have a problem with some of our
26 22 year old apprentices, the only thing I say
27 is "You have no option, you have to go to school",
28 they don't like it.

29 THE CHAIRMAN: If you are going
30 to have one apprentice to every eight journeymen
that isn't going to coax anyone into the trade,
I don't think on any project you are going to have
200 journeymen - how many apprentices would you
have? A man of 40 taking training I can't see that,



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3 I think he would make more money as a labourer,
4 how would he get in? he has to get in through
5 an employer and he is not going to hire an
6 apprentice aged 40. You don't have to be an
7 apprentice, I could be a carpenter, I can handle
8 a hammer and saw, if I went out with an outfit
9 I could be hired as an employee.

10 MR. CAMPBELL: He hired you as
11 a carpenter?

12 THE CHAIRMAN: I am saying this
13 is happening.

14 MR. HAWES: Let me give you an
15 example, and I don't intend to be much longer,
16 in Toronto last winter we had a bad situation of
17 unemployment and someone came up with the bright
18 idea that we have a lot of Italians unemployed,
19 let's set up a course in the plumbing trade, just
20 like that, and lot of more or less important
21 people really fell for it - thought it was just
22 alright, in spite of the fact that we had hundreds
23 of Canadian boys who could not find employment,
24 so someone would select 200 Italian immigrants,
25 irrespective of education and make them plumbers
26 apprentices, without anyone suggesting what should
27 be done with them after they were trained.

28 MR. GISBORN: That was a violation
29 of the Apprenticeship Act - not because they were
30 Italians.

THE CHAIRMAN: We have a very
aggressive member who has a lot living in this
riding, and he is on this committee, you can't



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3 blame a member for working for his constituents.

4 MR. HAWES: If we have been
5 living in ignorance for years and years, let us
6 not continue to live in ignorance.

7 THE CHAIRMAN: We have here
8 many members, some would disagree with you, some
9 would agree, many of the questions asked this
10 morning weren't asked through ignorance, but
11 they were asked to see what you think.

12 MR. HAWES: I would disagree
13 with a lot of things in this brief.

14 THE CHAIRMAN: That is why
15 the question were pointed and slanted to find
16 out what you think, I know some questions coming
17 from this corner didn't need explanation.

18 MR. HARRIS: I overheard Mr. Hawes
19 asking who we were, there are members of Parliament
20 around the table from every party.

21 THE CHAIRMAN: That is why I
22 did not introduce them. Sometimes it may be good
23 not to know what political party they represent.

24 MR. MCCURDY: I consider it
25 important to explain to these gentlemen Mr. Hawes
26 certainly did not intend to speak disrespectfully
27 of your undertaking here. I agree with Mr. Hawe
28 in what he was saying and given a bit of time he
29 might have elaborated so you would understand,
30 he is assuming you sit down and discuss our
industry and discuss the possibility of retraining,
but you do not understand the problems of the



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4 industry because you have not worked in the industry.
5 Before I finish I would like to make one point.
6 Dr. Crispo suggested there probably isn't anything
7 wrong with using a labourer, providing the labourer
8 on the project can strike nails faster than anyone
9 else, so he stays on the project, a considerable
10 amount of damage has been done in this regard and
11 I don't think we can emphasize that point enough.
12 If you recollect we submitted some information
13 with respect to a study at Kitchener and house
14 after house that was constructed by this type
15 of labourer there were cracks this wide in the
16 foundation, poor foundations.

17 DR. CRISPO: Even if they
18 were qualified journeymen and the contractors
19 were forcing them, even a journeyman couldn't have
20 done a good job.

21 MR. MCCURDY: A journeyman would,
22 under no circumstances, construct the forms as
23 in Kitchener, and we have made reference to
24 form work being fairly easy. Mr. Clarke mentioned
25 overpasses in connection with 401, a labourer
26 was considered well able to do this work, but
27 this was incorrect, the didn't know how to do it
28 correctly and lives were lost on that project
29 because they did not know how to do bridging,
30 safety and other aspects are involved, making sure
proper people are doing the job, safety cannot be
disregarded or forgotten about.



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4 THE CHAIRMAN: Mr. McCurdy and
5 gentlemen, on behalf of the Committee I want to
6 thank you for preparing and presenting this brief
7 this morning, I am sorry we had to rush it, but I
8 think perhaps most of the questions on the members
9 minds were answered and we do appreciate your
10 coming here and if we have any further questions
11 later, I hope we are free to give you a call and
have you come back.

12 MR. MCCURDY: On behalf of our
13 Committee I would like to extend our thanks for
14 the good hearing you have given us this morning
15 and to the Assistant Deputy for giving us plenty
16 of time to get our brief in. We hope you will give
17 serious consideration to our submissions and
18 recommendations. We hope you will give certification
19 consideration because it is important to the
trade and the men appearing here this morning.

20 THE CHAIRMAN: The meeting will
21 adjourn until 2 p.m.
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--- On resuming at 2.00 p.m.

THE CHAIRMAN: Ladies and gentlemen,
it is now past the hour of two o'clock; we have a group
here from C.O.S.T.I. which, I understand, is the Italian
Community Promotion Centre and we have a Mr. Caccia here
who is going to present a brief. I wonder if you will
come up to the front and before you sit down if you would
like to introduce the delegation you have with you.

SUBMISSION OF THE ITALIAN COMMUNITY

PROMOTION CENTRE.

Appearances: Mr. C.L. Caccia
Mr. Tino Baxa
Mr. Jerry Gallagher
Controller William Dennison
Mr. Marino Toppan
Mr. Adelsi Bulfoni
Mr. William Sefton
Mr. Clement Nusca
Mr. Gino Salvetti
Mrs. J.W. Falkner
Mr. Frank Mazzotta
Mr. A. Del Zotto
Mr. L. Cianfarani
Mr. Angelo Delfino
Mr. Victor Bagnato
Professor Giovanni Sinicropi
Reverend T. Conolly
John Grohovaz
Mr. L. Cecchini
Mr. F. Colantonio
Mr. A. Fogolin
Mr. S. Marchetti
Mr. V. Stabile
Mr. Eugene War
Father Joseph Carraro
Mrs. Grundy
S. Davidovich
A.A. McLeod
Mr. Gustav

THE CHAIRMAN: We welcome you here this
afternoon. I think we will proceed with the brief as is
our custom and when you have finished, sir, we have a
question and answer period and if you have someone else

-- On morning at 2:30 p.m.

THE CHAIRMAN: Ladies and gentlemen,

It is now past the hour of 2:30 p.m. and we have a group of persons from the U.S.A. and from the U.S.S.R. in the hall.

Communist Propaganda Centre and we have a list.

It is a long list, but I think I would like you with

come up to the front of the hall and stand if you would

like to introduce the delegates and say hello with you.

SUBJECTS OF THE MEETING

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THE CHAIRMAN: As we have now had this

afternoon, I think we will proceed with the brief as is

our custom and when you have finished, say, we have a

question and an answer and if you have someone else



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4 you would like to answer any questions it is quite all
5 right. If you would like to proceed now with the brief.

6 MR. CACCIA: Mr. Chairman and Gentlemen:
7 May we first of all express our deep appreciation for this
8 opportunity of appearing before you to discuss a problem
9 which is of particular concern to our Italo-Canadian
10 people and to the community at large. May we also express
11 our gratitude for the assistance you have rendered us in
12 making available study material which has enabled us to
13 view the problem in its many-sided aspect.

14 When the Honourable John P. Robarts
15 announced the establishment of this Select Committee on
16 April 18th, he expressed the view that - and these are his
17 words - "it could afford an admirable opportunity for public
18 discussion of the ways and means of bringing our apprentice-
19 ship and trades training system more completely into line
20 with the needs of society and of the individual in today's
21 world." "It would," Mr. Robarts continued, "give those
22 affected and concerned a chance to present their points of
23 view and provide an opportunity for wide public participa-
24 tion in the task of finding acceptable solutions to problems
25 which concern all of us."
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5 Mr. Chairman, we feel that in these
6 words we have a fine description of what is often referred
7 to as "the democratic process" and we fully share Premier
8 Robarts' hope that this Committee, with the assistance of
9 the many community groups which are scheduled to appear
10 before you, will succeed in devising the methods for
11 "making our apprenticeship and retraining system more
12 responsive to the current need of the people of Ontario
13 and the society in which we live."

14 We of Costi, an organization whose aim
15 is perhaps best expressed in its motto "integration through
16 education," feel that our most useful contribution to this
17 discussion would be to outline in some detail the current
18 needs of our people and the difficulties they are facing
19 in their attempts to upgrade themselves and to have their
20 skills recognized. At the same time we shall put forward
21 some proposals which we believe will help to overcome their
22 difficulties and thus enable them to play their part in
23 the development and enrichment of the Canadian community.

24 The contents of this brief reflect the
25 opinions which have emerged out of the many discussions
26 which have taken place among our people in the months
27 following the appointment of this Select Committee. In
28 presenting these viewpoints, we feel we are expressing not
29 only those of our own people but also those of the immi-
30 grants in general who have decided to make Ontario their
new homeland. The problems of language, of adjustment to
the new economic and social climate, and the opportunity to
make a full contribution to the life of Ontario are funda-
mentally the same for all of us.



The public discussions which took place among our people revealed that the problems and needs differed markedly depending on age, level of education and degree of skill. For this reason we shall make divisions of our working population along age and skill lines and deal separately with the problems and needs of each of them.

FIRST CATEGORY

The first category consists of young people between the ages of 16 to 25 who arrive in this country with some years of apprenticeship experience in either a designated or a non-designated trade.

To illustrate the problem facing this group of young people, we would like to cite here the case of a young immigrant who arrived in Toronto at the age of 19, without any knowledge of English but with six years of apprenticeship in the old country as an automobile mechanic. After working for a few weeks here as a labourer, he was taken on by a garage where he resumed work in his specialty. One day in August of last year an Apprenticeship Branch inspector dropped in, saw the young man, asked him about his schooling: the answer was five years at school, the compulsory requirement for his trade in his country of origin. Our young man had to drop his tools, leave his job and his case was referred to a special committee. The following week he went on unemployment insurance. He stayed on unemployment insurance for five weeks until he found a job in a factory, again as a labourer. During that time we made inquiries on his behalf, in writing and by telephone, as to what his fate



would be. The answer was always that the committee had not yet met. In the week after Christmas we made a further inquiry and were told that the committee still had not met. We were also told that if the young man were to enroll in an up-grading class leading to grade eight, he could resume work in his trade. However his apprenticeship papers would be issued only upon his obtaining an Ontario grade eight certificate. We fail to understand why the young man had

- 1) to drop his tools immediately at his place of employment;
- 2) to go on unemployment insurance;
- 3) to waste his talents again as a labourer;
- 4) to resume employment at the same place six months later, all at the expense of his time, energy and morale and the taxpayers' money.

It is true the authorities eventually permitted the young man to resume work-training in his trade, but the condition they imposed on him is rather demanding and defeating. Every one of you who has attended a school abroad will know how difficult it is to understand a teacher speaking a foreign language, particularly when it comes to technical subjects such as mathematics, science and mechanics. This applies even when one has a very good conversational knowledge of the language. It takes some time for most of us immigrants to learn the amount of English necessary in our daily lives. It takes years for us to reach the point where we can take classroom



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4 instruction in these subjects. Our young man works 50
5 hours a week in the garage. In what little time is left
6 to him, it will take him years to qualify for an Ontario
7 Grade Eight Certificate. We have witnessed a great many
8 cases of discouragement. Faced with these conditions,
9 many of our young people have dropped their trade tools
10 and turned to labouring jobs, thus swelling the ranks of
11 the potentially unemployed. If positions were reversed,
12 many, and indeed most of you, would do the same.

13 Because of this and other cases, we see
14 the need for the Government of this Province to create a
15 real climate of encouragement for the young immigrants in
16 this category. Within this group we have the skilled men
17 of the future: they come to this country partially equipped.
18 The solution to the problem these young people face can be
19 found in the policy adopted by the Apprenticeship Branch
20 in relation to the full-fledged automobile mechanic who
21 immigrates here. As you know, his status as a tradesman is
22 accepted and all that is required of him is to pass the
23 Ontario trade examinations to qualify for a license.
24 Further, if the level of his English is not adequate, he
25 is permitted to have an interpreter at the examination.

26 This policy of the Apprenticeship Branch
27 of allowing interpreters has made it possible for many of
28 our skilled people to practise their trade here without
29 interruption. It is a realistic, constructive and
30 encouraging policy, fulfilling the aim of increasing the
number of recognized skilled people practising their trade.
If writing the trade examinations in English had been
insisted upon, many of our skilled people would have had to



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4 give up practising their trade for a number of years and
5 some perhaps for all time. We feel that the authorities
6 should adopt the same general policy of encouragement
7 towards our young immigrants who have had some years of
8 apprenticeship training but have not yet become full
9 tradesmen.

10 We would therefore suggest that:

- 11 a) once the young immigrant has been
12 accepted for trade training in his
13 country of origin, on the presentation
14 of his credentials, he be accepted
15 also in Ontario and that no academic
16 equivalency demands be made of him;
17 b) that the young trainee be given
18 special apprenticeship papers to enable
19 him to continue his training on the job
20 in Ontario;
21 c) that he be allowed to write the
22 trade examinations with the help of an
23 interpreter if the level of his English
24 is still not totally adequate.

25 SECOND CATEGORY

26 The second category consists of young
27 men and women between the ages of 16 and 25 who arrive
28 here without a skill. Many in this group would not only
29 be interested in learning a skill but would be most
30 grateful for the opportunity to be able to do so. If it
were possible to afford them this opportunity in Ontario,
the benefits that would accrue to our Province are manifold.

The people in this category had most of



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4 their schooling in the old country during the postwar
5 years, and most of them would be able to meet the academic
6 equivalency requirements for trade training and clerical
7 or commercial skill training. For those who do not meet
8 the requirements, a special and concentrated course to
9 bring them up to the required level can perhaps be
10 provided under the heading of basic training for skill
11 development under Schedule five. It is the desire and the
12 ambition of the majority of the young people in this
13 category to learn a skill that would ensure them a more
14 secure employment future. They should therefore be
15 encouraged to take commercial and clerical courses which
16 offer the greatest future employment opportunities. This
17 is what we in Costi are endeavouring to do.

18 However, the matter of the method of
19 instruction in these courses causes us some concern. The
20 instruction is given totally in English and has discouraged
21 many of our young people from taking advantage of them.
22 We would therefore urge that bilingual instruction be
23 adopted as a positive policy where the enrollment warrants
24 it, in order to allow the young people in this category to
25 learn English concurrently with the skill. We make this
26 recommendation based on experience in the trade schools
27 last winter here in Toronto.

28 Bilingual instructors were used at the
29 Provincial Institute of Trades in courses for basic
30 training for skill development under Schedule 5 as well as
in night courses at two of the vocational schools in
Toronto. Enrollment from our community was high. Costi
was able to channel 860 of our people into these courses



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4 and this was due solely to the fact that we were able to
5 announce that bilingual instruction was available. In
6 view of this we feel that the use of bilingual instructors
7 is a very important element in the success of any training
8 scheme that would be devised in the Province of Ontario
9 where the immigrants form and will continue to form a
10 significant proportion of the total population. We
11 would therefore suggest that -

12 a) for those young people in this
13 category who meet the academic require-
14 ments, bilingual instruction be
15 available to them in the commercial
16 and clerical courses as long as it is
17 necessary;

18 b) for those who do not meet the aca-
19 demic requirements, bilingual instruc-
20 tion be provided for the whole term of
21 the basic training course devised to
22 bring them up to the required level.

23 There are, however, many of our young
24 people who have an aptitude for, and feel traditionally
25 attracted to, the designated trades as set out in the
26 Apprenticeship Act, and it may be appropriate at this
27 point to discuss this very important act and the Regula-
28 tions thereunder.

29 Since the inception of the Apprenticeship Act
30 34 years ago, only a relatively small number of people
have been attracted to take trade training under its
scheme. This is particularly true for some of the building
trades. As of March, 1962, the number of carpenters who



had completed training under the Act was 1,382, the number of plasterers was 382, that of painters and decorators 312, and that of masons 46. These figures represent only a small fraction of the total number of tradesmen who have been required by industry in each of these trades. In order to fill the gap, employers have had to rely heavily on journeymen who have immigrated to this province and on the people who have taken their trade training outside the scheme of the Act.

In our view the reasons for this failure are attributable to several factors:

- a) the age limit of 21 imposed in the Regulations;
- b) the indenture scheme; and
- c) the time it takes to become a journeyman in the designated trades.

On the question of the age limitation, Mr. D.C. McNeill, Director of Apprenticeship Training in Ontario, in an article entitled "Apprenticeship Training in Ontario," which appears at page 33 in the 1962 yearbook of the Toronto & District Labour Council, has this to say: "...there are disadvantages of the age limit being left at 21 years and the one which seems to cause the greatest concern is that it entices many young men to enter the trades through the back door. As soon as the young man has passed the twenty-one year age limit and intends working at a trade he receives the co-operation of the employers and his hired as a labourer or as a helper. This, of course, simply means he is entering the back door because after a few years on the job he will blossom forth



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4 as a full-fledged mechanic. However, one of the problems
5 with entering a trade under this arrangement is that
6 usually the young man is paid wages a little higher than
7 those which would be paid to the apprentice but much lower
8 than those that would be paid to a mechanic. He is not
9 required to attend school. He has no guarantee of annual
10 raises and there are many other disadvantages under this
11 arrangement. In fact, it is generally agreed in the
12 trades that a helper can never become a mechanic. In
13 many instances, too, these same men because they are not
14 given any training become poorly trained, inefficient and
15 eventually cut-rate mechanics. The other provinces of
16 Canada do not experience any particular difficulty in the
17 trades by working without an age limit."

18 Mr. McNeill has cited the undesirable
19 consequences that flow from the imposition of the age
20 limit from the individual's point of view. Equally
21 serious is the fact that so many people have resorted to
22 taking their trade training through the back-door. But
23 perhaps this has been necessary. In the past decade the
24 building industry has required almost all the 39,000
25 carpenters shown as active in Ontario in the CBS figures
26 for 1951. Of these only 1,382 took their training under
27 the Apprenticeship scheme. The balance were composed of
28 immigrant and back-door carpenters, who filled the gap in
29 almost equal numbers and to be more specific the number of
30 carpenters from 1941 to 1961 totals 17,000.

31 We believe that one of the major reasons
32 for the failure of the present Apprenticeship scheme to
33 meet industry's demand is attributable to the age limit



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4 that is imposed by the Regulations. We would therefore
5 recommend that it be abolished entirely.

6 The next area of failure lies in the
7 indenture scheme. As it stands it has not succeeded in
8 receiving from employers the full co-operation that is
9 necessary for it to operate effectively. At present,
10 the would-be apprentice is required to find an employer
11 willing to hire, train and pay him for a period of seven
12 months or more, depending on the trade, before he is
13 accepted for in-school training at the Provincial Institute
14 of Trades. This period of practical training is an
15 expense that industry today is not as willing to incur as
16 it was 34 or more years ago, when its pace and its needs
17 were quite different.

18 The authorities have recognized this
19 fact and have found a remedy. Schedule 5 courses of
20 six months duration have been devised for the would-be
21 apprentices to enhance their prospects of finding employers.
22 But the authorities have had to find this solution outside
23 the framework of the Apprenticeship Act. In effect they
24 have had to add six more months of training to the already
25 lengthy period required to become a journeyman. In our
26 view, a more desirable solution would be to reverse the
27 sequence of training given under the Act and provide the
28 period of in-school training first, thus enhancing the
29 value of the would-be apprentice in the eyes of employers.
30 If this cannot be done, then we would recommend that the
period of training of the schedule 5 courses mentioned
above be credited as part of the total apprenticeship
period.



This brings us to the final area of discussion with regard to the Act. It concerns the length of time that it takes to become a qualified journeyman in any one of the designated trades. Our people believe that the period of apprenticeship could be shortened considerably without reducing in any way the standards achieved in the trades. In this day and age it does not seem reasonable that four years of training are necessary to turn out a qualified painter and decorator. The same can be said for many of the other designated trades. We would, therefore, suggest that a realistic re-appraisal be made of the length of the training periods.

We would like to conclude our analysis by saying that although we have dealt with the defects of the Apprenticeship Act and the Regulations thereunder, we have recognized the very important fact that high standards have been achieved in the trades through the present scheme. However, high standards without participation was not, in our view, the aim of the Act. We have, therefore, endeavoured to offer some solutions to effect a happy combination of these two elements.

THIRD. CATEGORY

The third group consists of skilled workers who have been encouraged to immigrate to this country. These people, for the most part, have no trouble finding employment. According to studies made for the 1962 Canadian Conference on Education, Conference Study No. 9, "Education and Employment," by A.V. Pigott, "...the strong European tradition of apprenticeship and trades-training gave these immigrants a substantial advantage in



technical qualification for placement in Canadian industry.
The supply of skilled immigrants has slowed to a trickle.."

The decreasing supply of skilled workers from Europe is in part due to the boom that Europe is undergoing but it is also due in part to the experience of the skilled workers on arrival here. Although these people are full-fledged journeymen and tradesmen, under the heading, "lack of Canadian experience," many of these skilled workers have had to accept helpers' status and a reduced wage. This practice is hardly conducive to encouraging more skilled workers to immigrate to this country.

To overcome this problem we would suggest that on arrival here the skilled tradesman

a) be directed to register his credentials or certificate with a Department of the Government;

b) that thereupon he be directed to a course of adjustment to Canadian techniques if his trade requires it; and

c) that he be given a concentrated course in English related to his trade, conducted by bilingual instructors.

If this policy were adopted, we believe it would encourage more skilled workers to immigrate to this country, and if adopted we would recommend that this information be included in the literature that is circulated abroad by the Department of Citizenship and Immigration.

FOURTH CATEGORY

The next group consists of men from 25



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4 to about 45 years of age who do not possess a skill or
5 have one which has become obsolete. Most of these men
6 came here in the late forties and in the fifties when
7 Canada was experiencing its boom and the need for manpower
8 was great. They, together with those who came here long
9 before them, were glad of the opportunity to come to this
10 country and to contribute to its development. They did
11 much of the back-breaking work, building railroads, high-
12 ways, factories, mines and houses. Many of them came
13 without a knowledge of English, but they were able to fill
14 the gap nonetheless and perform their jobs competently.

15 This group of people is of particular
16 concern to us in Costi. They represent economically one
17 of the most vulnerable segments of the population, parti-
18 cularly when slow-downs occur in our economic development.
19 In the past few years the average length of unemployment
20 for the members of this group was four months, usually
21 running from mid-November to mid-March. With increasing
22 automation their prospects of future employment look even
23 dimmer. If one takes into account the wives and children
24 of these people, the total number affected in Metro
25 Toronto alone, is over 40,000.

26 To remain employable these people
27 require training. We know that amongst them there is a
28 good percentage of intelligent, capable and conscientious
29 men who can be trained if the academic requirements were
30 kept to a related minimum and the training were given in a
31 semi-skill. Most of these men could not take advantage of
32 the courses now being offered under Schedule 5: they do not
33 have the academic background required. Whatever schooling



most of them have was taken in the period before the war and they therefore could not hope to pass any course that would include English composition as, for instance, is required in the course for the building maintenance service, a curriculum which is attached here as Appendix 1. In devising courses for this group of people we feel that the emphasis should be placed on the knowledge of the work to be performed and the academic content of the curriculum be strictly related to the job. It seems to us that the academic content of the curriculum of some of the Schedule 5 courses imposes unnecessary hurdles for the trainee. To take the example of the building maintenance service course again, (see appendix one), how often does an ordinary building maintenance man have to measure surface areas? or use vulgar fractions? or write a good report? or a good letter? We feel that if we were realistically to appraise what an ordinary building maintenance man requires in order to do his job efficiently the curriculum would consist of English, Spelling (b) and Building Maintenance: A. Basic Methods and Operations including Classroom Instruction and Practice; B. On-the-Job Adjustment; C. Job Finding Techniques; D. Guidance and Counselling, as listed in Appendix 1.

We would therefore suggest that in devising the courses for the people in this group the academic requirements be kept to a minimum and that the English taught be confined to the work they will be performing. We would also suggest that these courses run only during the idle winter months, from November until March. The men in this age group can for the most part be



gainfully employed for the balance of the year and would wish to be so since they have families to support.

More than any other group previously described, this one will require bilingual instruction throughout the course. A scheme of this nature would help to gradually transform economically vulnerable people into regularly employed workers and thus reduce the need for Unemployment Insurance Benefits and welfare assistance. A policy of semi-skill training aimed at the gradual reduction in the number of labourers in this province will effect a valuable shift in the composition of the manpower of this province and at the same time reduce the pressure of competition on those labourers who cannot be retrained.

FIFTH GROUP

This final group consists of unskilled men aged 45 and over. Because of their age and lesser physical energy the men in this group are even more affected by unemployment than the previous one. With increasing automation their future prospects of continuous employment are declining. The problems facing this group are very difficult of solution. It is a fact that even if they were offered training and were able to undertake it their chances of finding employment would not be good. Unfortunately, there is a strong trend in our society against hiring men in this age group. Yet we of Costi know that in this group there are many who have a traditional talent for the handicrafts such as cabinet making, pottery work and leather work and decoration. If employment opportunities existed in this field, many in



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4 this age group could, with training, make a valuable
5 contribution to the development of a Canadian handicraft
6 industry. We know too that the men in this age group have
7 qualities that could find useful expression in conserva-
8 tion work. Training of this kind could be given now to
9 provide a reservoir of trained people when the Government
10 decides to undertake conservation projects on a massive
11 scale. But the real hope of future employment for most of
12 the people in this group lies in training schemes that
13 would help to reduce the number of men competing for
14 labouring jobs. For this reason we feel that training in
15 the handicraft skills as well as in shoe repairing and
16 upholstery should be offered to those in this age group
17 who can be trained.

18 In devising training schemes for this
19 group, account must be taken of the minimal academic
20 background which most of them have. We would therefore
21 suggest that

- 22 a) there be no academic admission
- 23 requirements;
- 24 b) emphasis be placed on the manual
- 25 aspect of the training;
- 26 c) the English taught be solely
- 27 related to the trade; and
- 28 d) bilingual instruction be given
- 29 throughout.

30 Again we would suggest that the courses be run only during
the idle winter months from November to March. We would
like to emphasize here that every successful effort made
to convert a labourer into a skilled or semi-skilled man



would indirectly benefit the whole group.

INCOME WHILE ON TRAINING

It is a realistic fact that if a choice has to be made between earning \$45.00 a week or more as a labourer and taking training under Schedule 5, where the income would range between \$25.00 to \$30.00 a week, the men, because they have families to support, would have to choose the job. Labourers for the most part have little or no reserves. This was evident last winter at the Provincial Institute of Trades where Schedule 5 courses were conducted. When spring came and jobs were available, all the married men went back to work, even if there were only a few weeks left to complete the course.

We therefore see the need to confine the training course to the idle winter months from November to March and to conduct these courses over several winters if necessary. If this cannot be done, then the training pay would have to be raised, perhaps as high as 9/10 of the wage the men earned before becoming unemployed, in order to make it possible for him to take advantage of training.

WHAT TRADES AND WHAT SKILLS

In July, 1961, the Toronto office of the National Employment Service collected employment forecast as foreseen by over 7,000 employers. The recommendations that we have made on the kinds of training that could be offered have been based on these findings as well as on inquiries that we have conducted. Certainly more accurate information has to be obtained if the training programs are to meet the current needs of our



society.

Research carried out at regular intervals could provide the answer to this fundamental question. There is a system in Great Britain which might merit consideration. It is described at page 49 in the study "Education and Employment" prepared by Mr. A.V. Pigott for the Canadian Conference on Education: "...Britain's labour exchanges require reports from both employers and employees, whether they use the services of the exchange or not. Thus the manpower resources and requirements are known with a great degree of accuracy, and training courses can recruit people on a more realistic and flexible basis. A sense of drive and purposefulness is apparent throughout the field of technical and trades education in Britain." If this system cannot be implemented in Ontario, then it is imperative that research be conducted every year, on a Province-wide basis, industry by industry, in order to keep the training courses constantly geared to the changing requirements of our industrial society.

CONCLUSION

In this brief we have endeavoured to bring into focus the problems and needs of our people and, indeed, those of the immigrants in general. During the past fifteen years, over one million of us have settled in Ontario and decided to make this province our new homeland. We came here with the strong desire to secure a better future for ourselves and our children, and through our work, we believe, we have also made a substantial contribution to the development of life in Ontario.



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In this process we have become part of the fabric of life here.

Within recent years we have experienced the effects of increasing automation and we are greatly concerned about the resulting displacement of manpower. There is an urgent need for us to re-equip ourselves in order to meet the new requirements of the industrial society in which we live.

Mr. Chairman, our people place great hopes on the recommendations this Select Committee will make to the Legislature. They could provide us with the opportunity to participate fully in a manpower training scheme, and enable us to continue to play our full part in the present and future development of our province, as we have done in the past.

Toronto, October 1962.

APPENDIX I

CANADIAN VOCATIONAL TRAINING PROGRAMME 5 BOARD OF EDUCATION - CITY OF TORONTO

Course in Building Maintenance Services

English

- Spelling (a) words in grade range 7 - 9.
(b) nomenclature pertinent to materials and operations of the trade.

- Compositions (a) Sentence structure
(b) Paragraph structure
(c) Technicalities of composition and grammar necessary for the writing of a good report or a good letter.

Mathematics

- Rapid calculation - basic skills
Fundamental operations with whole numbers i.e. addition, subtraction, multiplication and division.
Facility in use of vulgar fractions and decimal fractions
Measurement - calculation of surface areas.
Time study and problems related to the trade.



In this regard, we have been told that the State of New York is the only one in the country that has a law which requires that all persons who are employed by the State must be registered with the State Department of Labor.

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Section 10 of the Labor Law, Chapter 100, Laws of 1932, as amended, requires that all persons who are employed by the State must be registered with the State Department of Labor.

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Building Maintenance

A. Basic Methods and Operations including Classroom Instruction and Practice

- (1) Cleaning services - Dusting, washing, shampooing, waxing, polishing of walls, windows, floors, furniture (wooden and upholstered), rugs and carpeting in offices, washrooms and general work areas.
- (2) Maintenance Services - Proper care of mops, polishers, washers and other cleaning apparatus; replacement of lamps and starters in neon light fixtures, minor oiling and care of low pressure boiler equipment.
- (3) Protective Services - Instruction in fire regulations and basic fire prevention and fire control procedures. Instruction in basic property protection procedures.

B. On-the-Job Adjustment

Group discussions relating to on-the-job adjustment factors such as relationship with co-workers, supervisors, tenants, customers, etc., appropriate dress, work attitudes and work habits.

C. Job Finding Techniques

Preparation for job interviews and pre-interview activities such as completing application forms, utilizing role playing techniques, demonstrations and other methods.

D. Guidance and Counselling; assistance in job finding; follow-up.

THE CHAIRMAN: Gentlemen, are there any questions?

MR. THOMPSON: I can appreciate that this brief is looking to the situation of full employment in our country, because there is no purpose in having training unless it is for the purpose of getting a job. I was interested that you were making the suggestion, or I assume there is a suggestion in your brief of having





grades of training according to background with respect to age, education and skill. We have just listened to a brief this morning from representatives of people in the construction field, and it is a field I think your group is certainly interested in. This brief suggested that there should be only one standard. In connection with men who take up the hammer and saw they suggested they should be working at the journeyman level and their reasoning for this was that first it is going to enhance this trade; the people are going to know the people doing the trade are fully qualified and the young people, and we have had a very small number going through apprenticeship, they will know they move into a position of prestige in the industry when they get their work, and they feel if you have grades of training before you move into the construction industry that a lot of people won't take the full training. In fact, the apprenticeship won't be as enticing to people because they want to get out and get a job; they want to take short-cuts and consequently some employers, if they know they haven't the training, they don't pay men as much and therefore they will be using people with less training.

MR. CACCIA: Do I understand you correctly that what was implied was the certification of the trade?

MR. THOMPSON: Yes.

MR. CACCIA: I see nothing wrong in the certification of the trade. It would provide protection to many people who come here as skilled men. We make reference in the third category when we speak about



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4 skilled men. At the same time in industry, on the
5 construction side particularly, we understand there are
6 various degrees or levels of skills whereby, for instance,
7 the carpenter may be making just a segment of the work,
8 of what actually a carpenter is supposed to know and it
9 gives division of labour and of skill, so it will mainly,
10 I think, depend on what trend industry will take.

11 MR. GIBBORN: You must understand when
12 they indicate they want certification of the journeymen,
13 particularly carpenters, that you would have to have a
14 certificate to do any part of the carpentry work; you
15 wouldn't be able to work on the building of any part of a
16 house unless you were certified.

17 MR. CACCIA: Yes, we are aware of that.

18 THE CHAIRMAN: I think their feeling was
19 you must complete a basic course to get a certificate as
20 a journeyman, but then you can specialize and go beyond
21 that but you must have the four years basic training.

22 MR. THOMPSON: The four years would
23 come after Grade 8.

24 THE CHAIRMAN: Yes, you can go beyond
25 that academic mark.

26 MR. THOMPSON: In their representation
27 we have what their feelings are in connection with this.
28 This would blot out a lot of men working in construction
29 that you might be concerned with in getting them work.

30 MR. CACCIA: We heard of the situation
for the first time right now. We have this main concern
with this insistence on Grade 8 or equivalent, which in
this province is the final year of the compulsory school



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4 system. Generally speaking, knowing that our people
5 coming from the Southern European countries, the compulsory
6 school system ends and still ends with Grade 5. With
7 this we are most concerned that some form of recognition
8 be given because from the moment the journeymen over
9 there would want to go beyond Grade 5 this education
10 would be a heavy expense which only a few would afford.

11 THE CHAIRMAN: Are you comparing your
12 Grade 5 with ours?

13 MR. CACCIA: No.

14 THE CHAIRMAN: Perhaps your standard is
15 higher.

16 MR. CACCIA: I am comparing the fact
17 that Grade 5 in the Southern European countries is the last
18 year of compulsory elementary school.

19 MR. HARRIS: How old are they in
20 Grade 5?

21 MR. CACCIA: Usually 11 or 12.

22 THE CHAIRMAN: Which could be the same
23 as Grade 8?

24 MR. CARRUTHERS: They start school at
25 age 7 or 5.

26 MR. CACCIA: Age 6.

27 MR. CARRUTHERS: So they have six years
28 of elementary education?

29 MR. CACCIA: That is correct.

30 MR. CARRUTHERS: And only Grade 5 there?

MR. CACCIA: At the end of Grade 5 we
have finished the compulsory school system and by that I
mean we can read and write and do basic arithmetic and





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4 know the basic laws of the country and the basic rules
5 which regulate the behaviour of citizens. By then it is
6 considered that a young man has finished his elementary
7 education.

8 Now, it might cover a larger or longer
9 curriculum than in Ontario. It might cover a smaller one
10 here.

11 MR. THOMPSON: Can I qualify one point:
12 are you for a Grade 8 requirement before a person takes
13 on another vocation?

14 MR. CACCIA: No.

15 MR. THOMPSON: Could I state a point of
16 view which I have heard made before our Committee? The
17 argument raised was if you permit newcomers to Canada,
18 giving them technical training or occupational training
19 before they got into Canada and took their citizenship,
20 I don't know what that entails; I assume it means some
21 knowledge of our history, etc. This was the argument
22 that was raised. It is fallacious you must make people
23 citizens before we make them move into occupations in our
24 country.

25 Before the man moves into work one of
26 the things a man should have is knowledge of English.
27 What interested me was when I asked the Department of
28 Labour representative who was at the meeting, I felt it
29 was difficult for a man to have a love of a country and
30 who did not have a job, but I was informed that any
immigrant who would want to take an English course, that
he was referred by the Unemployment Branch of the Govern-
ment and that he would both be able to take this course



know the basic laws of the country and the basic rules which regulate the behavior of citizens. By and by it is considered that a young man has reached his majority.

Yes, it might cover a larger or longer curriculum than in America. It might cover a smaller one.

Mr. Thompson: And I qualify one point to you for a trade's representative as a person rather than another vocational.

Mr. Thompson: Could I state a series of views which I have been able to observe in America? The argument raised was that of economic necessities in our life, giving them technical, the study of vocational training, before they go into the world and find their citizenship. I don't know what that entails. I assume it means some kind of an education, etc. This is the argument. That was raised. It is believed that we must make people

Before the war, we were in a position where a man should have a knowledge of English, and that is what we had. I asked the representative of the representative who was at the meeting, I told him that it was difficult for a man to have a knowledge of English, but I was reminded that any

immigrant who would want to take an English course, that he was referred by the Immigration Bureau of the Government and that he would have to take this course



and get paid while he is taking the course.

MR. CACCIA: We have had a different experience with this specific question. During the past year we have referred many of our newly-arrived men, and some of them were skilled men, to the National Employment Service saying this man was unemployed and could be trained under Schedule 5. That is obtain unemployment insurance and be trained in the English language. This was not possible; however, the man could enroll in the night classes which are available in the city and which are twice a week for two hours each evening and he would be free during the day to look around for a job.

MR. THOMPSON: Mr. Chairman, I think this is certainly of significance to a large number of men. At this Committee we had a statement by the Department of Labour representative that an unemployed man who wanted to get training in English in order to get technical training, could get this training plus being paid for this training during the time he was taking the vocational re-training course. Your understanding is that this is not the case?

MR. CACCIA: Do you refer to unemployment insurance cheques?

MR. THOMPSON: No, I am referring to under Schedule 5.

MR. CACCIA: Under Schedule 5 the man is paid unemployment insurance if he is eligible for it; that is, if he has sufficient stamps. If they are not eligible for unemployment insurance benefits, that is for the man who has just got off the boat and arrived here and



and get paid while he is taking the course.

MR. THOMPSON: He has had a different

experience with this specific question. During the past year we have referred many of our newly-recruited men, and some of them were earlier men, to the National Employment Service saying this man was unemployed and could be

trained under Schedule 2. That is what we did. He was insured and he trained in the English language. This was not possible, however, for we could enroll in the night classes which are available in the city and which

MR. THOMPSON: Mr. Chairman, I think

this is certainly a significant part of the picture of what

in this Committee we had a statement by the Department

of Labour representative that an unemployed man who wanted

to get training in English in order to get to Britain

training could get that training while being paid for

this training during the time he was taking the vocational

re-training course. Your understanding is that this is

not the case?

MR. CHAIRMAN: Do you refer to unemployment

insurance charges?

MR. THOMPSON: No, I am referring to

MR. CHAIRMAN: Under Schedule 2 the man

is paid unemployment insurance if he is eligible for it;

that is, if he has sufficient stamps. If they are not

eligible for unemployment insurance benefits, that is for

the man who has just got off the boat and arrived here and



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4 who has not worked here yet long enough to qualify for
5 unemployment insurance benefits, then he couldn't learn
6 English and receive vocational training cheques which
7 are available to the men who have been working here and
8 they are taking training under Schedule 5, which means
9 you can take training under Schedule 5 and receive a
10 benefit, but you cannot take English training alone and
11 receive a benefit if you have just arrived here.

12 MR. THOMPSON: But you could take
13 English training if you had been here and had the required
14 number of stamps?

15 MR. CACCIA: If you had the stamps you
16 receive the benefit and can enroll where you like for
17 English.

18 MR. CARRUTHERS: Has a new arrival no
19 security or position before he arrives here?

20 MR. CACCIA: No.

21 MR. CARRUTHERS: I thought they had to
22 have assurance of work when they come.

23 MR. CACCIA: We don't have assurance
24 of work. When we come here we are given assurance we
25 will find a job once we are here then it is up to us to
26 come in a good season when the jobs are available. If it
27 is in the middle of winter and the man couldn't find a job
28 he is not eligible to any benefit if he hasn't worked here
29 enough time to get sufficient stamps.

30 MR. CARRUTHERS: It is not worth his
while to come here if he hasn't a job.

MR. CACCIA: That is why we suggest in
the chapter dealing with the skilled man the need to set

who has not worked yet long enough to qualify for
unemployment insurance benefits, then he couldn't learn
English and receive vocational training because which

are available to the men who have been working here and
they are taking insurance under Schedule 1, which means
you can take training under Schedule 2 and receive a
benefit, but you cannot take English training alone and
receive a benefit if you have not worked here

MR. TOLSON: Now, wouldn't that

English training, you had been here and had the necessary
number of stamps?

MR. TOLSON: If you had the stamps you

receive the benefit and can enroll where you like for

MR. TOLSON: That is what I am saying

that you are not taking any stamps now

MR. TOLSON: Yes

MR. TOLSON: I am saying that you

are not insured on work when they come

MR. TOLSON: No, I do not understand

of work. When we come here we give insurance

will find a job and we are not going to go to us

case in a good reason when the man is working. If he

is in the middle of winter and the man couldn't find a job

he is not eligible to get benefits if he hasn't worked here

enough time to get an efficient stamp.

MR. TOLSON: It is not worth his

time to come here if he hasn't a job.

MR. TOLSON: That is why we suggest in

the chapter dealing with the skilled man the need to get



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4 up some regulations, some guidance, so the reception they
5 will find here will encourage more skilled men to come.

6 THE CHAIRMAN: We have 40,000 immigrants
7 now that we are concerned about jobs for. Should we not
8 look after these first before we bring any more in?
9 Wouldn't that be the first thing we should look at?

10 MR. MARCHETTI: This is being done.
11 If anyone could come here, regardless of his skill, if
12 they feel there are too many, whether it be a brother or
13 father, they wouldn't be able to come here. These are
14 the new regulations.

15 THE CHAIRMAN: But the problem we are
16 talking about now is the problem of the workers we
17 already have in Ontario; not the ones in Europe, but the
18 ones that are here now.

19 MR. THOMPSON: I am not getting an
20 answer to my question or I am not making it clear. My
21 first question is: I understand there is a point of view
22 expressed that an immigrant who is without work - that
23 there are certain standards set up before he can move
24 into certain trades. The suggestion is that the most
25 important thing is to give academic training and graduate
26 from that and then take technical training; do you agree
27 with this, Mr. Chairman?

28 MR. CACCIA: This fully depends upon the
29 trade the man wants to take. We make the example of the
30 building maintenance worker where the curriculum requires
a man to know vulgar fractions, to write good letters and
reports. We feel this should be based on the work to be
performed, particularly by building maintenance men.



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4 Generally speaking, we feel that the
5 academic requirements are often too high compared to what
6 the man is supposed to perform while he will be on the
7 job. Do I answer now the question?

8 MR. THOMPSON: Yes.

9 MR. CACCIA: In particular we are
10 concerned about this. When it comes to our men who are
11 grown up and had their education before the war and there-
12 fore have an academic level which is modest, therefore
13 one percent of them will not be able to take advantage of
14 these courses because of the academic aspect.

15 MR. THOMPSON: My second point is: as I
16 understand it, during the winter there are many immigrants
17 who are unemployed because of their difficulty in English,
18 in acquiring English. As I understand it, in Ontario
19 there are classes set up by voluntary organizations and
20 others set up through church groups.

21 If the immigrant would go to these
22 classes ---

23 MR. CACCIA: What kind of classes?

24 MR. THOMPSON: English classes which
25 will help them in getting proficiency not only in English
26 but in acquiring a job. This is not considered under
27 Schedule M?

28 MR. CACCIA: It is not.

29 MR. THOMPSON: Do you think it should be?

30 MR. CACCIA: Yes. We would feel that
it would be a great step forward if the Schedule 5 which,
as we understand it, envisages that a man who is
unemployed because of lack of skill is entitled to training.

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That this meaning of lack of skill would include lack of skill in the English language.

MR. THOMPSON: I follow through on the point I made before. We did have a Department of Labour representative before our Committee about two months ago who said that the teaching of the English language would be considered as a vocational skill and a man, therefore, would get both during this period and I would suggest, sir, that we should look back over our brief and have the statements that were made clarified so that this group and myself may know which is correct.

MR. GISBORN: I would like to get back to the apprenticeship problem and on your brief at page 8, referring to the Apprenticeship Act; the last paragraph on the page:

"Since the inception of the Apprenticeship Act 34 years ago, only a relatively small number of people have been attracted to take trade training under its scheme. This is particularly true for some of the building trades. As of March, 1962, the number of carpenters who had completed training under the Act was 1,382," and so on.

Now, we hear from the carpenters this morning, the United Brotherhood of Carpenters and Joiners of America, and they ask the Committee to give consideration to improvements in the Apprenticeship Act and I understand from the answers to questions that they indicated to us that they have a great many journeymen

The this meaning of law of all world, finally, is
skill in the English language.

MR. TROTT: I follow the speaker on the
point I made before. We had a number of
representative people who had been in
the land than the speaking of the English language would
be considered as a social skill and a very important
skill for this world. The speaker said that we should
that we should look back over our shoulders and have the as-
surance that we are not standing on the edge of a cliff and
falling away from it.

MR. TROTT: I agree, I agree, I agree.
The speaker said that we should look back over our
shoulders and have the assurance that we are not standing
on the edge of a cliff and falling away from it.

MR. TROTT: I agree, I agree, I agree.
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on the edge of a cliff and falling away from it.

Now, we have from the speaker that
nothing, the speaker said that we should look back over
of America, and they ask the Committee to give considera-
tion to the movement in the future. The speaker said
that we should look back over our shoulders and have the
assurance that we are not standing on the edge of a cliff
and falling away from it.



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4 carpenters unemployed in the Province of Ontario today
5 and because of new innovations and changes in building
6 materials they can't foresee in the future they are
7 going to have a shortage of journeymen carpenters.

8 MR. CACCIA: I see.

9 MR. GISBORN: What is your opinion of
10 this? Do you think we should be providing a motive and
11 incentive for the young Italian immigrant to take up the
12 carpentry trade when we can't foresee the need for more
13 journeymen carpenters?

14 MR. CACCIA: We in Costi are with the
15 young people putting the stress on commercial, clerical
16 and sales occupations. However, there are still a number
17 of youngsters who would want to take that vocation and
18 if the desire is very strong the man has to follow his
19 vocation.

20 When the Construction Association was
21 here three weeks ago I understood from them that their
22 forecast was to the effect there will be a shortage of
23 tradesmen in the future so I don't know.

24 THE CHAIRMAN: Would you think anyone
25 who had any faith in the future would think there would be
26 a shortage in any of these trades?

27 MR. CACCIA: We put the stress on what
28 skills and what trades because definitely, in the way we
29 understand it, it will require research by industry in
30 order to find out the requirements of the labour market
and this would probably be the deciding element rather
than any forecast made by groups as we are.

MR. GISBORN: There are important



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4 points in regard to apprenticeship which I think the
5 Committee is going to face. I will say I will review my
6 feeling or take another look at the submission of the
7 Carpenters and Joiners of America which is that we
8 certify all the carpenters. This would mean you would
9 have to be a certified journeyman to do any kind of
10 hammer and saw work in the industry.

11 MR. CACCIA: Right.

12 MR. GISBORN: The problem the Committee
13 has is what happens to all those now working in the
14 industry that do the specialized work? We understand
15 through the brief that in building projects, particularly
16 the housing industry, that one couldn't do the framework,
17 another do the roofing, and that sort of thing.

18 MR. CACCIA: Right.

19 MR. GISBORN: That these people would
20 not be able to go on the job.

21 MR. CACCIA: Right.

22 MR. GISBORN: Do you think that kind of
23 program would be good?

24 MR. CACCIA: We heard the suggestion
25 made this morning for the first time that in the
26 mechanical trade the certification has done a lot of good,
27 it has protected the wages of those who become qualified.
28 Now, in the field of construction, however, we have the
29 impression, as I said before, that there are many levels,
30 and as you refer to it, many specialties, and that means
that men who do the window framing in housing are perhaps
not all-round carpentry journeymen who can do other kinds
of jobs.



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I don't know whether perhaps consideration should be given to making various levels of specialization in order to enable those who have a certain degree of specialization to have a paper according to his ability and perhaps create the incentive for him to move from level to level until, with learning, he would go right to the level of being a full-rounded, qualified journeyman, but I would not make two categories, one out and one in and create a problem for those that are out. There could be several in between and also the wages would be proportionate.

MR. MARCHETTI: No matter what the union says if one has received a long, careful training in cabinet making you will not lay out a building. The form work is very hazardous and rough. I think the suggestion should be kept in mind by the Committee and they should have certification the same as for the professional engineers. The Carpenters Union could do the same way. They could certify cabinet makers, finishers, and then the roof ones; the form layers and so on.

THE CHAIRMAN: Yes, but don't you feel the apprentice should have a basic knowledge of the skill of carpentry? So far as the cabinet makers are concerned they should be able to lay out forms.

MR. MARCHETTI: So to help our immigrants this should be kept in mind: take for example one form layer may spend 10, 15 or 20 years, and in our country these are the men who become supervisors so that is a very delicate skill, but one of these fellows, if you go to start putting in his mind cabinet making and so



I don't know whether it should be done.

to his ability and experience. The incentive for him to move from a low level to a high level, with learning, he would go right to the level of being a full-time worker. I would not make two categories one out and one in and create a problem for those that are out. There could be several in between and also the wages would be proportionate.

MR. WOODWARD: He wanted what the

work is very hard and heavy. I think the suggestion should be kept in mind by the Government and they should have certification the same as for the professional engineers. The Government might do the same way. They could certify different workers, different, and then the tool ones; the tool makers and so on.

THE CHAIRMAN: Yes, but don't you feel the apprentice should have a basic knowledge of the skill of carpentry? So far as the cabinet makers are concerned, they should be able to lay out forms.

MR. WOODWARD: So to help out with

years this should be kept in mind: time for example one form layer may spend 10, 15 or 20 years, and in our country these are the men who become supervisors so that is a very delicate skill, but one of these fellows, if



on you will be lost.

THE CHAIRMAN: Someone doing cabinet making; he has upgraded himself and he would demand a higher rate away from carpenters because he is specialized in cabinet making.

MR. CARRUTHERS: I was interested in his educational level and Appendix 1. Do you feel that was too high a standard for building maintenance people? Do you think that is really too high? I have taught basic English in school and I don't see anything there that wouldn't be covered in the basic English course. You say that Grade 8 is too high for the trade. Then, if this is too high you would have to put everyone down to make it fair; our own people as well as yours.

MR. CACCIA: We have spoken to a few men who are engaged in the building maintenance field and we are glad, also, that Mr. Stabile could come here. He is in the Medical Arts Building at St. George and Bloor. I asked him a while ago whether he ever had to do the things required here in mathematics, particularly vulgar fractions, paragraph and sentence structure and writing good reports in English. He advises he never faces that need in the Medical Arts Building.

Now, if it was intended to train building maintenance foremen then it would be another matter but this is a man who has the broom.

MR. CARRUTHERS: In most instances, in a number of duties he would require this. I am thinking of school maintenance. The maintenance man in our school would need all these and our basic English course includes



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4 them.

5 MR. CACCIA: We also went to interview
6 building maintenance men and out of 12 only one was
7 Canadian-born. The others were from the Baltic countries
8 and only one of them could write a report and has to
9 write a report at all.

10 MR. HARRIS: I was interested to know
11 if by any chance you people had followed up the 860
12 people you referred to at the top of page 8 in your brief.

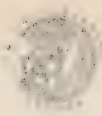
13 MR. CACCIA: Yes.

14 MR. HARRIS: And what success they
15 might have had after they had taken the course.

16 MR. CACCIA: A good number of them went
17 back again to vocational schools, night classes, which
18 started on October 4th. This is the record over twelve
19 months. In these are included Schedule 5 trainees last
20 January plus vocational school men who have gone back
21 plus men who have gone to the summer school course.

22 MR. HARRIS: What about drop-outs from
23 the 860?

24 MR. CACCIA: We don't have a specific
25 figure. It usually depends, in our experience, upon the
26 instructor. There have been cases of very, very low drop-
27 outs when there was a very good rapport between instructor
28 and the men, where the instructor was bilingual and
29 explained many things. In other cases, attendance wasn't
30 very good; it varies from case to case but we know for
sure that when a man knows he is in a class in which the
bilingual system is adopted he feels more confident.
What happened this year was that many men who enrolled



Mr. GARDNER: We also want to interview

building maintenance men and one of 12 only one was
Canadian-born. The others were from the British colonies
and only one of them could write a report and has to
write a report at all.

Mr. GARDNER: I was interested to know

if by any chance you could get a list of the
people you referred to at the time you were in your office.

Mr. GARDNER: Yes.

night have had after that had been the course.

Mr. GARDNER: A good number of the men

back again to vocational school, night classes, when
started on October 25. This is the record for the
months. In every school there is a record for
and they have vocational school and night school.
plus men who have gone to the vocational school.

Mr. GARDNER: The word drop-out

the 800?

Mr. GARDNER: We don't have a specific

figure. It usually depends on our experience, not the
instructor. There have been cases of very, very low drop-
outs when there was a very good report between instructor
and the men, when the instructor was bilingual and

explained many things. In other cases, attendance was
very good; it varies from case to case but we know for
sure that when a man knows he is in a class in which the
bilingual system is adopted he feels more confident.
What happened this year was that many men who dropped



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4 last year with a bilingual instructor felt self-sure
5 enough to enroll in a regular class; they didn't even
6 ask for it.

7 The first day they went in they gained
8 confidence and in the meantime their English has improved
9 to the point where they found it unnecessary; it is a
10 crutch which, at a certain point, a man can drop.

11 PROF. LOGAN: This fear or desire to
12 escape the educational requirements - you have a special
13 favour as compared with the home lads who are working
14 away in apprenticeship. It doesn't strike me as being a
15 particularly healthy attitude in the long run.

16 You have a second criticism there and
17 that is in the way the English language is being taught.
18 The bilingual method is preferred to the method which has
19 been used apparently by the Department of Education. If
20 this is so that is where a lot of the emphasis should be
21 placed. If there is a better way and a quicker way of
22 teaching English then that is the method that should be
23 adopted.

24 There is a suggestion there should be
25 no encouragement to their escaping the business of
26 standing up to the educational requirement; it should be
27 well done and perhaps a lot of it should be done on the
28 job. It is suggested, too, in various points in the
29 brief that English should be taught in relation to the
30 job and it should be taught bilingually. All right, but
that is something different than trying to bring the
apprenticeship down to the level of the fifth grade for
the sake of the newcomer.



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5 MR. CACCIA: Did you say that bilingual
6 instruction is essential, in your opinion?

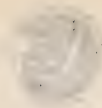
7 PROF. LOGAN: No, I said in your brief.

8 MR. CACCIA: We do not imply it is
9 essential. We just stress the point that bilingual
10 instruction attracts our people into the schools and
11 eventually it speeds up the process of learning English.
12 We believe all methods based on common sense are good and
13 successful. We relate the method to the degree of success
14 they have with our people, and we are concerned that our
15 people go and learn English.

16 PROF. LOGAN: I think we are concerned
17 with the same thing.

18 MR. CACCIA: That we have in common.
19 We are not stressing the need to break down the educa-
20 tional standard for apprentices as such; we believe an
21 apprentice, in the course of his training, will upgrade
22 himself, but we are objecting to the fact that the man
23 who has had up to the compulsory educational standard in
24 his country of origin is not allowed to continue his
25 apprenticeship here because here the compulsory elementary
26 system ends at a different level than the country of
27 origin.

28 The man arrives here partially equipped.
29 We see in this a waste of ability and skill and in some
30 cases a discouragement for the man to continue in his
skill. We want to diminish, wherever possible, the number
of people entering the labour force. There is a typical
case in the Costi brief where, if Costi had not followed
up his case, the man would still be there in the factory



Mr. [Name]

information is essential, in my opinion.

PROF. [Name], I am in your debt.

MR. [Name]: He is not happy in his

position. He has never been happy in his position.

His position is not good, but he is not happy in his

position. He is not happy in his position, but he is not

happy in his position. He is not happy in his position, but

he is not happy in his position. He is not happy in his position,

but he is not happy in his position. He is not happy in his position,

but he is not happy in his position.

PROF. [Name]: I think we are concerned with

with the same thing.

MR. [Name]: There is no doubt in my mind

that we are not concerned with the same thing. We are not

concerned with the same thing. We are not concerned with the same

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4 when he had been an apprentice mechanic in the country
5 of his origin. We want to make it possible for this
6 young man out here to continue his apprenticeship.

7 MR. MARCHETTI: Concerning Grade 5 and
8 Grade 8 we found that 5 over there and 8 over here
9 compared very favourably, not only this, but for a man
10 who left school many years ago to pass examinations in
11 the English language would be very hard but one should
12 keep in mind the academic standards compare very
13 favourably.

14 THE CHAIRMAN: It wouldn't require too
15 much schooling once they master the English language to
16 bring them up to Grade 8 standard.

17 MR. MORNINGSTAR: I was interested in
18 page 3 of your brief. Was this apprentice returned back
19 to this garage where he left six months previously?

20 MR. CACCIA: Yes, he is working there
21 now.

22 MR. MORNINGSTAR: He assumed employment
23 in the same place six months later?

24 MR. CACCIA: Right.

25 MR. MORNINGSTAR: All at the expense of
26 the taxpayer. What happened; was he reinstated? Did he
27 take up English?

28 MR. CACCIA: He was taking English
29 instruction at night on his own. He is back at the
30 garage but he has no apprenticeship papers.

MR. MORNINGSTAR: He was reinstated
again as an apprentice?

MR. CACCIA: No, working as a helper.



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4 He is not an apprentice since he will be over 21 years
5 of age; the limit above which he will not be considered
6 as an apprentice because he has to reach Grade 8 qualifica-
7 tions and the man works about 50 or more hours a week.

8 THE CHAIRMAN: Not too many more. We
9 say 48.

10 MR. CACCIA: I see him coming home late
11 on Saturday night.

12 MR. MORNINGSTAR: He wasn't able to be
13 an apprentice because he is over 21.

14 MR. CACCIA: He probably will not
15 become a mechanic because he will not reach Grade 8 by
16 21.

17 THE CHAIRMAN: I think in that case the
18 employer was lax, too. I think if he really wanted to
19 get him fully indentured it could have been arranged
20 because I know of cases where it has been arranged.

21 MR. CACCIA: The employer may be
22 interested in an apprentice and he may not.

23 THE CHAIRMAN: He may be interested in
24 having a mechanic at a helper's wages.

25 MR. CACCIA: That is a frequent case.

26 MR. MORNINGSTAR: I think where they
27 have that experience in the old country they pass the
28 examination here.

29 MR. CACCIA: Those are full-fledged
30 mechanics. You are referring to a man who became a
mechanic in the country of origin where the Department
of Labour advises the man that he can go down with the
help of an interpreter with as many dictionaries as he



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4 wants and write the paper and if he passes he is given a
5 certificate and he leaves as a full-fledged mechanic.
6 Here we are considering apprentices who have not completed
7 apprenticeship in the country of origin and want to
8 complete it here.

9 THE CHAIRMAN: Six years ago I started
10 a Belgian boy who served his apprenticeship in Belgium.
11 He couldn't speak English when he came to us. He
12 obtained his papers and had to manage without interpreters.
13 He can speak English with the best of them now.

14 MR. GISBORN: Do you find in the
15 community with the Italian immigrants the unskilled one
16 working at the labouring job has no real desire to learn
17 the English language? Why I raise this is that in the
18 Steel Company of Canada there are quite a few in the
19 labouring jobs and the company did set up night classes
20 with qualified instructors and they found the attendance
21 and the desire was very poor. I have raised this in
22 stewards' meetings, through union, regarding the problems
23 they have in their everyday work, that they don't under-
24 stand the English language and still we found that they
25 weren't taking advantage of the classes where they could
26 go in and obtain instruction.

27 Is there a desire or some motive lacking?

28 FATHER CARRARO: They have a desire to
29 learn the language when they see that the language is
30 useful for the job. At the time of enrollment it is
rather high and the drop-out is very quick and high, too.
They show an interest in learning the language but once
they find it is not related to what they do they drop out.

vents and write the paper and if he passes he is given a certificate and he works as a full-fledged machanic.
Now we are considering apprentices who have not completed apprenticeship in the country of origin and want to complete it here.

THE CHAIRMAN: Six years ago I started

a Belgian boy who served his apprenticeship in Belgium. He couldn't speak English when he came to us. He obtained his papers and had to arrange without instructors. He can speak English with the best of them now.
MR. GIBSON: Do you find in the

community with the Italian immigrants the unskilled one working at the laboring job has no real desire to learn the English language? Now I raise this as first in the Steel Company of Canada there are quite a few in the laboring class and the company did set up night classes with qualified instructors and they found the attendance and the desire was very poor. I have raised this in

the past with the Italian and the French immigrants and the answer is that they have no desire to learn the language. They have a desire to learn the language when they see that the language is

is there a desire or some native lacking?
PATRICK CAMPBELL: They have a desire to learn the language when they see that the language is rather high and the drop out is very poor and high. They show an interest in learning the language but once they find it is not related to what they do they drop out.



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4 With their mentality we don't think the way they think;
5 we have people with low education and they don't see very
6 far away in the distance, that the thing they are learning
7 today is going to be useful for the job. They want to
8 see an immediate connection between language and training
9 and that is why we find a successful process of teaching
10 language and the job at the same time in the technical
11 school. It is not a reasonable point of view the way
12 they act but from a psychological point of view it is
13 understandable. They don't see the connection; we have
14 to create this, and we think we have been successful in
15 this by offering this trade training plus the English
16 language training and after this, when the motivation is
17 raised, they take English on their own; they want to take
18 English even alone four nights a week.

19 This is being done during summer courses
20 when trade training is not being offered and we had high
21 enrollment in these classes.

22 Our experiment has been running 13 or
23 14 months. We can't say we reach the highest sense but
24 it is an indication that they are interested in the
25 language.

26 Also, sometimes, English is being
27 taught in the evening classes - and I don't see that much
28 can be done to correct it but it is being done with the
29 technique that may not be the best technique for labourers
30 or people with low education.

31 MR. MORNINGSTAR: What do you mean by
32 low education?

33 FATHER CARRARO: Our countrymen have



Printed at the Press of the Government of India, 1902.



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4 taken ranging between 5, 6, 8 or 10 years of school; the
5 majority it is five since compulsory attendance in school
6 is up to Grade 5.

7 MR. CARRUTHERS: Do you have any below
8 that?

9 FATHER CARRARO: Yes, the older people.
10 People of the age of 40, 50 or 60 may not have reached
11 Grade 5, but people below 30 have reached Grade 5 or
12 Grade 8; that is three years of secondary school.

13 MR. J. GALLAGHER: When they do get a
14 job as a labourer they work 60 or 70 hours a week. We
15 have also set up courses in my local in the past and have
16 been disappointed. We have found out the man is literally
17 exhausted. He works in the summer on road building from
18 dawn to dark and he is in no condition to go to night
19 school and I am speaking off the record. I want to tell
20 you we must give them the opportunity to do this.

21 I am representing the labourers on this.
22 I have seen them come in unskilled, unable to speak
23 English and there is no work for them. I have seen many
24 come in semi-skilled and are forced into my organization
25 because they couldn't find employment in their own trade.
26 I think this should be looked into carefully.

27 I know people say they don't want to
28 learn; they want to be segregated or in one group together
29 and this is not their fault at all, but we think Costi is
30 doing something in the right direction and certainly it
should be the responsibility of the Government but to feel
the Italians wish to stay illiterate, that they don't want
to be educated, is a wrong way to look at the matter.



taken ranging between 5, 6, 8 or 10 years of school; the majority it is five since compulsory attendance in school

MR. FARMER: Do you have any other

FARMER: Yes, the other people

People of the age of 14, 15 or 16 are not in school

trade 5, but people of the age of 17, 18 or 19 are

trade 6; that is three years of secondary school

MR. FARMER: When they go to

job as a laborer they work on or 10 hours a week. I

have also set up a class in my house in the past and have

exhausted. He works in the summer on most of the

town to Lark and he is a good worker in the night

school and I am afraid of the school. I want to

you we must give them a chance to go to

I am representing the laborers in this

I have seen that. I am skilled, unable to learn

English and there is no work for them. I have seen many

some in semi-skilled and are found fit to sign for

because they cannot find employment in their own state

I think this should be looked into carefully

I know, because they have to

learn; they want to be segregated or in one group together

and this is not their fault at all, but we do not

long something in the right direction and certainly it

should be the responsibility of the Government but to

the laborers when they are illiterate, that they have

to be educated, is a very way to look at the matter.



THE CHAIRMAN: There is one thing I would like you people to answer: have you many Italian construction companies in Ontario? Am I right in that?

MR. CACCIA: Yes.

THE CHAIRMAN: What is the feeling on apprenticeship training? Are they giving you any help? I don't want to lay everything at the Government's door. I want to put something back on the employers.

MR. CACCIA: Generally speaking, you probably are referring to Anzinio.

THE CHAIRMAN: Many small ones, too.

MR. CACCIA: I am referring to the big ones because those are the ones who could take more because they have the money. These are the firms which consist of the managers and people who have come up from nothing. They have come here to this country and by hard work they have established themselves and carried on business successfully. Generally, their feeling is that "We have gone through these ordeals and we have made it and those who will come after us should as well profit themselves by going through these hardships."

However, we have only spoken with a few of these. We haven't had an opportunity to approach them all and there might be some construction companies or managers who would be receptive to ideas of assisting apprentices. We in Costi feel it isn't necessary to go through the same hardship generation after generation. Last summer one of the younger members of Costi was trying to sell the idea to a group in our country and he said when they first came to Canada in the seventeenth century,



THE CHAIRMAN: There is one thing I would like you people to answer: have you many Indian construction companies in Ontario? Am I right in saying?

MR. CAGLIARI: Yes.

THE CHAIRMAN: What is the feeling on apprenticeship, training, and such? Giving you any help? I don't want to lay everything at the government's door. I want to put something back on the employers.

MR. LAMONT: Generally speaking, for

probably are relating to Americans.

THE CHAIRMAN: Many small ones, too.

MR. LAMONT: I am relating to the big

ones because those are the ones who could make more because they have the money. There are the firms which consist of the managers and people who have come up from nothing. They have come from the country and by hard work they have established themselves and carried on their business successfully. Generally, their feeling is that "We have gone through these ordeals and we have made it and those who will come after us should as well profit themselves by going through these ordeals."

However, we have only spoken with a few of those. We haven't had an opportunity to approach them all and there would be some construction companies or managers who would be receptive to form of assisting apprentices. We in fact feel it isn't necessary to go through the same hardship generation after generation. Last summer one of the younger members of Gossel was trying to sell the idea to a group in our country and he said they first came to Canada in the nineteenth century.



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4 the first Canadians, let us say; they arrived here and
5 found Indians and there were no huts. Then future genera-
6 tions who came found some buildings and railroads. Now,
7 we are here ourselves and working towards creating condi-
8 tions so that those who come after us find the buildings
9 and railways and tools and this is the thinking of us who
10 have come here a little after the war and we are sure
11 that there are some older immigrants who share with us
12 these views.

13 But generally speaking the view is, as
14 we have gone through the hardships also the others should,
15 too. Also, the thought is, since we have these methods
16 taken care of by the Government, that it is within the
17 scope of the Government to provide solutions to these
18 questions.

19 THE CHAIRMAN: One thing that bothers
20 me with this problem; we seem to have much more in Toronto
21 and the larger cities. I know in the City of Kingston we
22 have many Italian Canadians in the small construction
23 companies and I don't believe they have any problems down
24 there. It seems when an immigrant goes there and works
25 for a year he comes to Toronto, perhaps there is no
26 advancement with them; for some reason they don't stay.
27 I can't understand this.

28 MR. JOHN GROHOVAZ: As Mr. Caccia said
29 before the greater majority of contractors in Toronto -
30 they create the atmosphere of trying to keep them at the
31 lower level so as not to create further competition
32 because there is going to be more contractors and less
33 contracts. This is happening in the smaller businesses.



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4 I would say they don't show any interest whatsoever in
5 their own men.

6 THE CHAIRMAN: I think that qualifies
7 the point we are trying to make about the educational
8 standard. We have, outside of your group, many people in
9 Ontario living in the old settled parts of Ontario that
10 are faced with the same situation you were. We are
11 faced with many groups. We have groups, they are Indians,
12 where they can't even go to school. This is happening in
13 Ontario.

14 MR. GROHOVAZ: I know in the construc-
15 tion company I used to be associated with it is the aim
16 of the owners to push in their own men to learn English
17 and they encourage them to the maximum.

18 FATHER CARRARO: The English language
19 is difficult. I use a dictionary myself. You imagine a
20 poor fellow having to go to school again. Here are so
21 many people that are willing to improve themselves. Then,
22 of course, if the drop-out is so high step by step we will
23 find a way to keep them.

24 THE CHAIRMAN: You will agree any
25 recommendations this Committee makes to the Legislature
26 have to apply to the residents of Ontario. Those who
27 drop out and won't keep up; they will have to stay in
28 the labouring group if they won't help themselves. Now,
29 when the training is set up and we have training facilities
30 - with your own group there is a language barrier. When
31 that is taken care of and they won't keep up with it they
32 shouldn't have any special treatment.

33 MR. CACCIA: I would like to qualify



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4 this statement. We agree every possible effort should be
5 made for the population of Ontario to take advantage of
6 the manpower training schemes. Consideration, however,
7 should be given to the various segments of the population
8 and the various problems each segment has in order to
9 encourage as many as possible to take advantage of the
10 training because through the training, and if there will
11 be jobs available, the men will keep themselves employed.

12 We came here to Canada to work and to
13 create a future for the families and in the process, of
14 course, we are bound, sooner or later, to learn English
15 but we did not leave our country of origin to learn
16 English final to itself and that, therefore, learning
17 English should not be a condition; it will come anyway.
18 If it won't come in the same generation it will come in
19 the next one. There will be those who are here all their
20 lives and who won't speak English and we have men in the
21 next generation, whose fathers still do not have to speak
22 English, who then contribute to the life and reach very
23 high positions.

24 We have such a man right here in this
25 room. Therefore, I wouldn't put the learning of the
26 English language to enter or take advantage of the
27 courses - this is secondary because our men can work
28 anyway if the jobs are available, whether they speak
29 English or not. So long as they understand basic English
30 as they did between 1951 and 1958 when jobs were available
31 they were able to build highways or whatever goes with it
32 with their basic minimum knowledge of English.

33 THE CHAIRMAN: Yes, but to upgrade them



this statement. It agrees every possible effort should be
made for the population of Ontario to take advantage of
the manpower training resources. Consideration, however,
should be given to the various segments of the population
and the various problems each segment has in order to
develop as many as possible to take advantage of the
training because through the training, and if there will
be jobs available, the men will keep their selves occupied.
We come here to Canada to work and to
create a future for the children and in the process, of
course, we are bound, sooner or later, to learn English
but we did not leave our country a foreigner to learn
English first to itself and that, therefore, learning
English should not be a condition; it will come anyway.
If it won't come in the same proportion it will come in
the next one. There will be those who are here all their
lives and who won't learn English and we have now in the
next generation, those persons still do not have to learn
English, who then contribute to the life and teach very
much.
We have seen a man right here in this
room. Therefore, I would like to see the learning of the
English language a matter of take advantage of the
resources - this is a standard resource for men and women
anyway if the jobs are available, whether they speak
English or not. So long as they understand some English
as they did between 1951 and 1953 when jobs were available
they were able to learn English or whatever good with it
with their basic minimum knowledge of English.
The Government has had to approve this



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4 and going through to a journeyman level they will have to
5 speak and read English in order to read textbooks, manuals
6 and whatever is required.

7 MR. CACCIA: In this we have suggested
8 the importance that a realistic view be taken and that
9 requirements be not made for men who have, for instance,
10 to use the trowel and hammer to make calculations of a
11 root as in Grade 10. This a man doesn't have to have in
12 order to understand instruction. These are things he
13 wouldn't have to have.

14 DR. CRISPO: It seems to me this is
15 bringing us back to the question Mr. Thompson raised
16 earlier. You seem to be suggesting that there may be,
17 perhaps, another level besides that of journeyman.

18 MR. CACCIA: There may be several
19 others.

20 DR. CRISPO: You are not thinking of
21 specialists at the journeyman level; you are thinking
22 there may be something below.

23 MR. CACCIA: Various degrees below.

24 DR. CRISPO: What is it going to do to
25 the journeymen? Is this going to undermine journeymen?

26 MR. CACCIA: I don't think so. If he
27 is an all-round man in his specific skill they will need
28 him below and his wages will be accordingly higher.

29 DR. CRISPO: There would be the danger,
30 if you allow for these lower grades - what is to prevent
the employer hiring only the lower grades and not the
journeymen.

MR. CACCIA: That would mean the job



doesn't require that level of skill.

DR. CRISPO: You are almost saying these men will be confined in this lower type of work.

THE CHAIRMAN: We are trying to remedy this.

FATHER CARRARO: I would like to see a man in the trade be given a certificate with different levels of endorsement; started at the lower level in the trade and be given authorization to work in that trade. He can then upgrade himself and present himself for examination and have his licence endorsed again for that particular job that arises until he reaches the journeyman level and he is given an A certificate.

If I can put it this way: something like we all have an operator's licence, then there is the taxi driver's licence. They are endorsements made to your basic certificate, too.

THE CHAIRMAN: The only thing we would be afraid of if we didn't upgrade these apprentices, which is just what Dr. Crispo has said, there will be people who would stay at a certain level, providing we allow them to and these employers are going to take advantage of this cheaper labour and perhaps he would never reach his journeyman status.

MR. MARCHETTI: To do a certain job you have to have a certain knowledge. I don't think you need an architect to build a doghouse.

THE CHAIRMAN: Depends on the doghouse. Don't you feel with the younger people under the Apprenticeship Act we should upgrade these skills? You wouldn't



doesn't require that level of skill.

DR. CHURCHMAN: You are almost saying

these men will be confined in this lower type of work.

THE CHAIRMAN: He was coming to somebody

DR. CHURCHMAN: I would like to see a

... to the ...
... to the ...
... to the ...

He can then suggest himself and present himself for exami-

nation and have his license or license again for that matter.

either job that arises until he reaches the fourteenth

level and he is given an A certificate.

... and in this way, something

like we all have to increase the license, then there is the

taxi driver's license. Then there are other licenses and so

... to the ...

... to the ...

... to the ...

which is just what Dr. Churchman said, there will be

people who would stay at a certain level, something we

allow them to and those who have are going to take them

range of this class of license and people who would never

reach his fourteenth level.

DR. CHURCHMAN: To do a certain job

you have to have a certain knowledge. I don't think you

need an abstract to obtain a license.

THE CHAIRMAN: Depends on the license.

if you feel with the people people under the license

if we should agree, these are the people who



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4 tell this Committee we should drop back to Grade 5 and that
5 two years would give a man a journeyman's certificate
6 as a carpenter. Would you like to see that with our
7 young people?

8 MR. J. GALLAGHER: This is part of the
9 presentation. As far as I am concerned I have seen men
10 with four years continuous training in the country of
11 origin and are unable to profit from that. I think the
12 Apprenticeship Act should be looked into carefully; I
13 don't want to say whether the fifth grade in Italy is as
14 good as the eighth grade over here; I don't know.

15 MR. CACCIA: This is the point that we
16 make in our brief - that the man who has been an apprentice
17 in the country of origin should be allowed to continue to
18 be an apprentice. He was once recognized and has the
19 status of an apprentice and he should be allowed to
20 continue here. We are not trying to make equivalency
21 between schooling there and schooling here. We are sugges-
22 ting the need and importance that once a man has been an
23 apprentice in the country of origin, that he should
24 continue to be so here.

25 When we obtain a visa in Rome we are
26 not told we have to go to school to continue apprenticeship.
27 We assume, on arriving here, we can continue apprenticeship.

28 MR. MARCHETTI: 70 or 80% of the
29 engineers are foreigners because most of the Canadian
30 engineers go south. All these problems, buildings going
31 up, everything going well with broken-down English and
32 so forth, I think there should be a commission the same
33 as under the Professional Engineers' Association. English



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4 is something that has to be acquired very slowly over the
5 years.

6 THE CHAIRMAN: Ladies and gentlemen,
7 on behalf of the Committee I want to thank you for present-
8 ing this brief to us this afternoon. I am sure we all
9 enjoyed the discussion. We have another group waiting.
10 I am not trying to rush you. I think you have conveyed
11 to the Committee your feeling. Thank you, gentlemen.

12 --- Recess
13

14 THE CHAIRMAN: We have a group of
15 barbers with us. Mr. Patenaude is going to present the
16 brief. Would you care to come up and introduce your
17 group? You may sit or stand.

18 SUBMISSION OF THE ONTARIO PROVINCIAL ASSOCIATION OF
19 JOURNEYMEN BARBERS, HAIRDRESSERS, COSMOTOLOGISTS
20 AND PROPRIETORS, INTERNATIONAL UNION OF AMERICA.

21 Appearances: J. Patenaude
22 H.J. Fournier
23 F. Mills
24 W. Smith
25 P. Snively
L. Myles
E. Patterson
M. Terron
D. Robbins

26 MR. PATENAUDE: First of all I want to
27 thank you very much for giving us the opportunity of
28 coming here today and presenting this brief. We are very
29 happy indeed you took the time to give us a chance of
30 doing this. The first man on my right is Mr. Hank Fournier,
the Secretary-Treasurer, Local 704. Mr. F. Mills of



Niagara Falls; Mr. W. Smith of Toronto; Mr. P. Snively of Hamilton; Mr. L. Myles of Sarnia; Mr. E. Patterson of Ottawa; Mr. M. Terron of Windsor and Mr. D. Robbins of Hamilton.

THE CHAIRMAN: We have the reading of the brief first and then questioning when you are finished. If you would like to begin, sir.

MR. PATENAUDE: This brief was addressed to Mr. Charles Daley and which we could not produce to Mr. Daley because he had resigned the office or was not in office any more.

Honourable Sir: This Brief, Sir, contains the subject matter of twenty-one resolutions presented to and endorsed by our annual Ontario Convention held last May in Cornwall, Ontario. For the purpose of brevity the resolutions themselves are not reproduced here, but the intent of them is contained herein. May we respectfully request and invite your serious consideration of the matters contained in the Brief. We are assured that the barbers of Ontario as a whole, who represent an important section of our society, are in agreement with the requests being made.

Certificates of Qualification

(1) It is desired, Sir, that all journeymen barbers in Ontario, through labour regulations or legislation, be required to hold an Ontario Certificate of Qualification of current date as a prerequisite to working at the trade.

(2) That all immigrant barbers be required to work for three years at the trade as



Journeymen before qualifying for examination for the Certificate of Qualification.

(3) That all barber school students be required to work as "improvers" under permit issued by the Labour Department for one year following graduation from school.

(4) That Canadian citizens and/or residents of other provinces desiring to work as barbers in Ontario be required to reside in Ontario for at least six months prior to being granted an examination to obtain the Certification of Qualification.

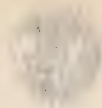
(5) That examinations be conducted and answered in the English language.

(6) That grade ten be the minimum educational standard for all barber students.

Barber Schools

(1) That consistent with the principle of free enterprise and to provide reasonable protection for established businessmen, it is requested that provisions now permitting service charges in barber schools be discontinued and that full operating costs of such schools be provided solely through student fees, this as it applies to privately-owned schools.

(2) Attention is drawn to the number of affidavits placed in the hands of the Director of Apprenticeship requested by him in respect to non-conformity of accepted practices by those operating the Bondy Barber School in Ottawa, Ontario. On the basis of the evidence provided by the affidavits, we strongly recommend that the school be closed.



1. The Commission on the Status of Women, established in 1946, was the first international body to deal with the status of women.

2. The Commission's work was based on the principle that women should have the same rights and opportunities as men in all spheres of life.

3. The Commission's work was based on the principle that women should have the same rights and opportunities as men in all spheres of life.

4. The Commission's work was based on the principle that women should have the same rights and opportunities as men in all spheres of life.

5. The Commission's work was based on the principle that women should have the same rights and opportunities as men in all spheres of life.

6. The Commission's work was based on the principle that women should have the same rights and opportunities as men in all spheres of life.



(3) Owing to the already overcrowded barber population in Ontario, shown as necessary in respect to population, and as presently possible through barber schools and immigration, it is requested that no further licences for barber schools be issued in Ontario and that no further "chair capacity" be approved.

(4) Consistent with supply and demand as it applies to barber services in Ontario, it is considered not to be in the better interests of young people seeking a trade to be directed to the barbering industry; therefore we strongly recommend that this trade be omitted from the trades schools programme.

Re Qualification of Examiners

Since it would appear by results that examiners differ in their interpretation of what is required of applicants for Certificates of Qualification, it is recommended that an annual meeting of appointed examiners be held by the department concerned, for the purpose of standardizing the interpretation of examination requirements and better understanding on the part of examiners.

Limitation of Barber Shops in Ontario Consistent with Population

So that proper relationship between supply and demand be maintained in the barbering industry, it is recommended that the Minister of Labour propose legislation which would provide for the establishment of local "screening boards" consisting of a Labour Department Official, local Municipal Representative and a local Barber Representative, which board would have jurisdiction



in respect to granting licences for barber shops.

Re Practice of Renting Barber Chairs to Employees

It is common practice for employer barbers in Ontario to "rent" chairs to employees rather than hire them at proper wage and commission rates, mainly for the purpose of escaping from vacation with pay provisions, unemployment deductions, income tax requirements and Ontario Workmen's Compensation Act requirements. Therefore it is requested that the Labour Department take whatever steps are deemed necessary to eliminate this practice.

With reference to our submission last year, Sir, it is again requested that all applicants for an alternate day of closing be required to make the application in triplicate, one to be filed with the Department, one with the local advisory committee concerned and the other to be retained by the applicant.

In conclusion, Sir, it is anticipated that you will have received a copy of a letter sent to all members of the Provincial Legislature explaining the situation as it refers to Magistrates failing to assess witness fees in addition to fines where witnesses are summoned to Court to give evidence re violations of local schedules. We feel the letter will explain itself, and sincerely request that you do all possible to have the law enforced by those entrusted with properly interpreting it.

In anticipation of your kind consideration, Sir, I am, Yours respectfully, (Sgd.) H.J. Fournier,
Secretary-Treasurer, Provincial Association of Union



THE SECRETARY OF THE BOARD OF
THE UNITED STATES DEPARTMENT OF
THE INTERIOR

than from them as proper ways and means are
for the purpose of carrying out the various
sions, unemployment benefits, etc., etc.
whatever steps are deemed necessary to eliminate this

With reference to our relations with
your side, it is agreed that all applications for
an adequate basis of funding be required to cover the
Department, and with the other departments
concerned and the other departments by the Department
in our matter, that it is understood

that you will have received a copy of a letter from
all members of the Board of Directors, including the
Secretary, in order to be able to carry out the
various duties of the Board of Directors, including the
Secretary, in order to be able to carry out the
various duties of the Board of Directors, including the
Secretary, in order to be able to carry out the

law enforced by these conditions, with a view to maintaining
In addition of your kind consideration
Yours respectfully,
Secretary, Division of Reclamation of Lands



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Barbers.

MR. BRUNELLE: Would someone enlighten me on cosmotologists?

MR. MILLS: May I enlighten you? It is a man experienced in the massaging of the face or anything which has to do with cosmetics.

MR. PATENAUDE: There were two changes.

THE CHAIRMAN: You have some changes, you say?

MR. PATENAUDE: Yes. Shall we start from the part Certificates of Qualification (2): That all immigrant barbers be required to work for three years at the trade as an apprentice instead of a journeyman before qualifying for examination for the Certificate of Qualification.

THE CHAIRMAN: Change journeyman to apprentice?

MR. PATENAUDE: Yes. And (5): "That examinations be conducted and answered in the English language without the aid of an interpreter."

MR. EBERLEE: Would you repeat that?

MR. PATENAUDE: That examinations be conducted and answered in the English language without the aid of an interpreter.

MR. EBERLEE: Would that apply down in Eastern Ontario where the French-speaking population is quite heavy?

MR. PATENAUDE: I am sure there would be no difference.

DR. CRISPO: You also suggest this in

Barbers.

MR. BRUNELL: Would someone explain

me on cosmetologists

MR. ALLEN: Yes, I will explain you.

is a man experienced in the marketing of the face or

anything which has to do with cosmetics

MR. BATHMAN: There were two things

THE CHAIRMAN: You have some changes.

MR. BATHMAN: Yes, shall we start

from the part certified of your position (2) that is

immigrant barbers are required to work for three years in

the trade as an apprentice instead of a journeyman before

qualifying for examination for the barbership of Ontario

THE CHAIRMAN: Would you mind to

MR. BATHMAN: Yes, and (3) "What

examinations are conducted in the English

language without the aid of an interpreter."

MR. BATHMAN: Would you mind (4) "What

MR. BATHMAN: The examination is

conducted and answered in the English language without

the aid of an interpreter

MR. BATHMAN: Would you mind going down in

two Ontario where the French-speaking population is

approximately 100,000 and would

MR. BATHMAN: Yes, I will suggest this in



those parts of the city where the bulk of the population is Italian?

MR. PATENAUDE: May I explain this a little further? Personally I am an appointed examiner and when I go into the barber schools to examine these gentlemen very often I have seen the interpreter with a pencil in his hand answering the questions that are being put. Now, an interpreter, as far as I am concerned, is a man who would read the question, tell him in his own language and then let the man answer the question himself and very often it has been the case where the interpreter has had the answers at the same time.

DR. CRISPO: This is to overcome what you might call cheating?

MR. MORIN: In some cases that might be true. Where I live in Ottawa it is very close to Quebec and many is the time, especially the automobile mechanic, when they pass their licences they are allowed an interpreter. I agree with you if the interpreter is marking down the answers.

MR. PATENAUDE: I have no objection to the kind of interpreter recognized as an interpreter. What we object to is the kind of interpreter who will come through with the answers already in his hand.

THE CHAIRMAN: Maybe they should change the mode of examination.

MR. PATENAUDE: The interpreter could have one, two, three, four, five different ones.

MR. MORIN: The interpreter perhaps could have someone - the interpreter for mechanics is

those parts of the city in the bulk of the population
is Italian?

MR. PATRICK: Yes, only in that
little further? Personally I am an appointed interpreter
and when I go into the hearing rooms or into the court
gentlemen very often I have seen the interpreter with a
pencil in his hand answering the questions that are being
put. Now, an interpreter, as far as I am concerned, is
a man who would read the question, tell him in his own
language and then let the man answer the question himself
and very often it has been my case where the interpreter
has had the answers at the same time.

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true. Where I have been in the hearing rooms and in the
and many is the time, especially the automobile hearing,
when they pass their language that are allowed an inter-
preter. I agree with you if the interpreter is reading the
the answers.

MR. PATRICK: I have no objection to
the kind of interpreter required as an interpreter.
What we object to is the kind of interpreter who will
come through with the answers already in his hand.

the mode of examination.
MR. PATRICK: The interpreter could
have one, two, three, four, five different ones
could have someone - the interpreter for necessities is



not supposed to know mechanics at all.

THE CHAIRMAN: If you have an interpreter just to interpret the question this would rule out all the foreign-speaking people from becoming barbers.

MR. PATENAUDE: I know you have at least part of our reasons.

MR. BRUNELLE: Are these oral or written?

MR. FOURNIER: The government examinations are written.

THE CHAIRMAN: There are questions that require an answer?

MR. PATENAUDE: There are 32 questions.

MR. THOMPSON: Am I incorrect in assuming that the basis for this is if you don't want immigrants really to get into your barbering field too quickly?

MR. HARRIS: Even though they are qualified.

MR. THOMPSON: You don't want to get your field overcrowded.

MR. PATENAUDE: I protested to the government official at that time. It was a lady official working there. I am sure there are not too many. She said to me there was nothing she could do and I know the interpreter was there with the pencil in his hand. Now, I am sure you wouldn't agree with that kind of practice.

MR. BRUNELLE: Are you discussing Item 2 or 5?

MR. THOMPSON: I am discussing the basis



not supposed to know members of A.I.

THE CHAIRMAN: It was a very

proper just to interpret the question that would yield

MR. PATTERSON: I know you have to look

part of our response.

MR. PATTERSON: And I am sure that

MR. PATTERSON: The Department is

MR. PATTERSON: There are questions that

require an answer?

MR. PATTERSON: I have one or two questions.

MR. PATTERSON: Am I incorrect in

assuming that the State Department would want

investigate really to get into your reporting field to

MR. PATTERSON: Even though they are

MR. PATTERSON: You don't want to get

your field overwhelmed?

MR. PATTERSON: I proposed to the

Government official at that time. It was a lady official

working there. I am sure there are not too many. She

said to me there was nothing she could do and I know the

inspector was there with the panel to his hand. Now,

I am sure you wouldn't agree with that kind of practice.

MR. PATTERSON: Are you discussing them

MR. PATTERSON: I am discussing the basis



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4 for 2 and 5. I am suggesting that really the underlying
5 factor is you are concerned about immigrants coming into
6 barbering and overcrowding it and you want to raise
7 obstacles.

8 MR. PATENAUDE: The main thing is not
9 for that but to raise the standard, not only the standard
10 of living but the standard of the grade. The kind of
11 barbers we have had in the province - I am sure you will
12 agree that the barbers are a better group of people than
13 they were some years ago. We are trying to get a better
14 group of people in our province in our trade.

15 MR. CARRUTHERS: Do you mean an immigrant,
16 although an immigrant apprentice in his country of origin,
17 would still be required to take three years of apprenticeship?

18 MR. FOURNIER: In answer to your question
19 the reason why we have this here, that we want immigrant
20 barbers to serve three years apprenticeship, it has been
21 our experience some of the immigrants that come they are
22 haircutters and haircutters only. They know how to cut
23 hair but when they are asked to give a brush cut there
24 are some of them know how and some don't. When they are
25 asked to give a facial massage they don't know how and
26 they don't know how to shampoo. There have been cases
27 where they put the shampoo and as soon as it started to
28 foam they combed it and this was a shampoo.

29 The Department of Labour has been
30 training them in the school. We learned haircutting,
shampooing, shaving; the whole procedure of the barbering
industry, but the immigrant barber doesn't know these

for 2 and 3. I am suggesting that really the factor is you are concerned about the

MR. HARRINGTON: The main thing is not

for that but to raise the standard, not only the standard

of living but the standard of the people. The thing is

barbers we have had in the past and we have had in the

agree that the barbers and a better group of people that

they were some years ago. We are trying to get a better

group of people in our country in our time

and that is what we are trying to do

although an important question in the country of the

would still be required to have more laws of protection

the reason why we have laws is that we want to

the reason why we have laws is that we want to

the reason why we have laws is that we want to

the reason why we have laws is that we want to

the reason why we have laws is that we want to

the reason why we have laws is that we want to

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the reason why we have laws is that we want to

the reason why we have laws is that we want to

the reason why we have laws is that we want to

The important part of the law is that

training them in the school. We should not

championing, showing the whole structure of the

industry, but the important part of the law is that



things.

MR. CARRUTHERS: He doesn't have them in his country?

MR. FOURNIER: I guess a lot don't have them. In many cases they don't know what a massage is.

DR. CRISPO: What about putting immigrants through a training program?

MR. FOURNIER: Something like a refresher course? Yes, in some of these areas they are lacking. I wonder if the answer would be to give them a brush-up in the areas where they are weak.

If it stresses where a man came to this country and had to take a refresher course, how long would this take for a refresher course?

MR. THOMPSON: You feel it would take three years of apprenticeship to take up these skills?

MR. FOURNIER: To be quite honest the reason for this is: when an engineer or a doctor or any other skilled professional person comes to this country they must pass an examination and spend a considerable amount of time in the country before they are allowed to take an examination to go in to handle their trade or profession.

MR. GISBORN: In applying it is it your intent that all of the present barbers in Ontario should take the examination to get their certificates?

MR. FOURNIER: Our point is, every barber in Ontario should hold a certificate of qualification. We have been promised this by Mr. MacNeill. We



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4 have been asking for this in briefs to the Department of
5 Labour for some time and it is supposed to be in writing
6 now and waiting to go through. It hasn't gone through
7 yet, or we take it it hasn't.

8 MR. CARRUTHERS: If it goes through is
9 it your intent that all of your barbers should take the
10 examination?

11 MR. FOURNIER: As the majority of the
12 people in the big cities in Ontario today have city
13 legislation which says they must have a certificate of
14 qualification before getting a barber shop licence from
15 the City, so the larger percentage have got a certificate
16 of qualification. This will take in all others who haven't
got them.

17 MR. GISBORN: Where do they get them?

18 MR. FOURNIER: They apply to the Depart-
19 ment of Apprenticeship and they contact them and tell them
20 when the examination is to be held and they are to be
there on such a date and time.

21 MR. GISBORN: At the present time there
22 is an examination that gives you a certificate and you
23 want it to be compulsory?

24 MR. FOURNIER: That is right. It is
25 compulsory in different areas.

26 MR. GISBORN: You have to make your
27 application to the Department of Apprenticeship?

28 MR. MORIN: In these schools, the
29 barber school in Ottawa, how long would it take a young
man to become a barber?

30 MR. PATENAUDE: In that particular



school?

MR. MORIN: It might take a long time and he never will be.

MR. PATENAUDE: He has the right to apply for a certificate and to be granted a certificate after an examination if he passes the examination.

MR. MORIN: How long is the course?

MR. PATENAUDE: Seven-and-a-half months. We have something on this that I am sure you will be very interested to hear about later on. If you will permit us to go a little further than this and come back to that.

MR. MORIN: Are these schools privately owned?

MR. PATENAUDE: That is right.

MR. SNIVELY: I had to apprentice three years before I was certified. If I had gone to a school I could apply in seven-and-a-half months.

MR. MORIN: Maybe you were doing the wrong thing to issue permits. Do we all know how they operate?

THE CHAIRMAN: No, I have never attended.

MR. MORIN: I know. I think they should know. I think this Committee should be told about barber schools. I don't agree with the schools.

THE CHAIRMAN: You agree with the brief?

MR. MORIN: I don't believe in the privately-owned school. I don't say we should have a school of our own that would take two or three years and would train them properly. I would like to tell about the



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4 schools; I think this Committee should know.

5 MR. MILLS: It doesn't mean we are
6 going to push anyone out in the small town working at
7 the barber trade. He would be granted his certificate
8 if he was in the trade for three years before the legis-
9 lation.

10 THE CHAIRMAN: Operating a shop or
11 working?

12 MR. PATENAUDE: In either case.

13 MR. MILLS: You wouldn't after 50 years
14 come in and take an examination.

15 MR. GISBORN: You don't say this, but
16 you want this Committee to know this is your thinking.

17 MR. MILLS: It doesn't mean they would
18 be pushed out after 40 or 50 years without taking an
19 examination.

20 MR. SMITH: If I may be permitted to
21 give a few statistics. According to statistics there
22 are 10,000 barbers in the Province of Ontario and die at
23 the rate of 60 a year. Schools turn out 400 students a
24 year, not counting the immigrants coming into the province.
25 What is the good of training manpower when there is no use
26 of them when they are trained?

27 THE CHAIRMAN: I would have to disagree
28 with you. Last Saturday I had to drive to four barber
29 shops and there was a graduate of one of the barber schools
30 who cut it. If it hadn't been for him I wouldn't have had
a haircut.

MR. SMITH: That must have been an
exceptional case. Up to the last year very seldom did we



schools; I think the Commission should have
the Barber study. The study is, however, a
very good one.

THE COMMISSION: Thanking you very much.

MR. MILLER: Now, would it be all right if
I come in and talk to the Commission?
You want this study to be done, do you not?
I think it is a very good study.

MR. MILLER: I will be glad to
give a few statistics. According to the study, there
are 10,000 children in the United States who are
in the study.

What is the good of that study when there is no use
of them when they are done?

With your last report, I am sure to have
more and there was a great deal of work done
on this.

MR. MILLER: I am sure that you have
exceptional cases. Up to the last year, why should this be



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4 have a man coming with a grip with tools and asking for a
5 job but I turned one down yesterday. I said I didn't
6 have enough business for a man. You picked a very busy
7 day, a Saturday.

8 THE CHAIRMAN: In the small centres
9 they don't have any barbers today. They go to the larger
10 centres.

11 MR. MORIN: May I ask one of you to
12 explain: suppose I want a permit to start a barber school;
13 what is involved? Tell me how I would do it. Are you
14 afraid to say that? It is for your own benefit. I apply
15 to the Department of Labour and I get a permit to start a
16 school in Ottawa. Now, every student that comes in to me
I charge five or six hundred for seven-and-a-half months.

17 MR. PATENAUDE: Seven-and-a-half months.
18 \$150 for tools; charge him for laundry and everything else
19 and every man that comes on his chair charge approximately
20 30 cents for a haircut. Now, the management in this case
21 we feel is completely - not interested in turning out good
22 barbers. They are interested in getting as many customers
23 into their school or a cheap barber shop. They get 30
24 chairs out at 30 cents. Multiply that and it makes a
pretty fair sum of money. When it opened up it had 20
25 chairs; now it has 30 and it is growing, sir, like mad.

26 We have gone in this place and you
27 complain of having waited. If you went to this barber
28 school you would be handed out tickets at the door and
29 the haircuts there are put out as fast as possible so the
management can get the extra 30 cents.

30 THE CHAIRMAN: Mr. Morin, would you

...a man coming with a ship with tools and asking for
job but I turned one down yesterday. I said I didn't
have enough business for a man. You packed a very heavy
bag, a Saturday.

THE CHAIRMAN: In the small, narrow
they don't have any business today. They go to the larger
center.

MR. WOOD: Now I say one of you
explain: suppose I want a partner to start a business school
what is involved? Tell me how I would do it. And you
refused to say that. It is not your own business. I apply
to the Department of Labor and I get a permit to start a
school in Detroit. Now, even though that comes to me at
I charge five or six hundred for every child that enters.

\$150 for every child for salary and a building also
and every day that comes on the child charge approximately
50 cents for a teacher. Now, the management in this case
we feel is completely - not interested in tuition and good
teachers. They are interested in getting as many customers
into their school as a cheap matter and. They get 50

chairs out at 50 cents. They get them and make a
pretty fair sum of money. When it comes up at the 50
chairs; now it has 50 and is not getting any like new.
We have none of this kind and you
complain of having nothing. If you want to this school
school you would be better off to look at the door and
the hundreds there are out of the fact as possible as the
management can get the extra 50 cents.
THE CHAIRMAN: Now, would you?



finish your story?

MR. MORIN: I am through. I don't agree with these barber schools; there are very few trades you can learn in seven-and-a-half months. I don't say we shouldn't have schools of our own run by the province, but I don't agree with these schools. I call them manufacturers.

MR. PATENAUDE: You have trade schools. We have something in the brief that deals with this part of it. If you come to Ottawa and set up another barber school it will only mean another barber school, an additional one, but if you come to Ottawa and set up a barber school turning out good barbers we are all for it. That might put the other one out of business.

THE CHAIRMAN: At the Provincial Institute of Trades how long does it take to become a barber?

MR. MILLS: They go to school and take practical work then they come out and apprentice in a shop for approximately a year-and-a-half and go back into barber school and take theory and finish the course and then they are given a chance to write for a certificate.

THE CHAIRMAN: What do you do with them? You have fellows serving in the shop.

MR. PATENAUDE: Yes.

THE CHAIRMAN: What do you pay them?

MR. PATENAUDE: Apprenticeship rates.

THE CHAIRMAN: How many apprentices do you have?

MR. PATENAUDE: One for every three



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barbers.

MR. MILLS: If you have a two-chair or a one-chair shop you have only one.

THE CHAIRMAN: Where you had only one barber you have one apprentice and where you have three you can have one apprentice?

MR. MILLS: You can't have five barbers and five apprentices.

MR. THOMPSON: What kind of on-the-job training does this fellow get?

MR. PATENAUDE: He is given a chance to try his hand at it and his employer is there and his employer wants to make sure that this man will not let out one of his customers - because after all the employer is very much interested in not allowing a customer out with a bad haircut. He will show this fellow many, many things he could not learn in school.

MR. THOMPSON: I appreciate that. I am wondering what you charge. I can't speak with authority. I obviously haven't been to a barber shop, but do you charge the same price?

MR. PATENAUDE: That is right.

MR. THOMPSON: The service would be the same?

MR. PATENAUDE: It is the same. He will make sure - he will watch this man as closely as possible. The consumer will get the same job but it will cost the employer a certain amount of money, which he will get back by paying apprenticeship prices. This man, before he goes to school, is an indentured apprentice. He is hired



ANGUS, STONEHOUSE & CO. LTD.
TORONTO, ONTARIO

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4 before going to school. He has a job to rely on when he
5 comes back. He is not a man who goes to school to learn
6 the trade and comes out and doesn't have a friend - from
7 a private school he doesn't have a friend but you have an
8 indentured apprentice; he comes home and he has a place
9 to work in. The boss will sympathize with him and help
10 him.

11 MR. MORIN: You don't charge him any-
12 thing to become an apprentice?

13 MR. PATENAUDE: No.

14 THE CHAIRMAN: They should be indentured
15 in a shop. There is need for that type of apprentice?

16 MR. PATENAUDE: I don't understand your
17 question very well.

18 THE CHAIRMAN: There is a need for an
19 apprentice if he can secure a job as an apprentice in a
20 barber shop.

21 MR. PATENAUDE: As long as he is trained
22 while in the school - I mean a government school.

23 THE CHAIRMAN: He works in a shop and
24 then goes to school?

25 MR. PATENAUDE: He doesn't work before
26 he goes to school.

27 THE CHAIRMAN: He has to get a job
28 before he finishes his training?

29 MR. FOURNIER: When he is indentured he
30 is guaranteed a job when he comes out of the government
school. When he comes out he has a job to go to because
right on the form he fills out - there is a man going to
school in Toronto and he has put his name on the form.



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4 When he is through in Toronto he goes to Ottawa and he has
5 a job guaranteed. You get a man coming out of private
6 school, he tries to find a job, he can't hold a job down.
7 This is a guy going out cutting hair in a kitchen, moon-
8 lighting, and there is a lot of it because of the fact the
9 man isn't trained enough.

10 MR. HARRIS: Your whole contention is that
11 these private schools are not doing the job they are
12 intended to; that is your point?

13 MR. FOURNIER: They are only interested
14 in making money. In my opinion, it is an institution to
15 teach people but these people are not interested in that.
16 They are interested in making money.

17 MR. GISBORN: What you are saying is
18 you want the service charge taken off?

19 MR. FOURNIER: On page 2(4) it says
20 that we weren't in favour of the trade schools but since
21 our last convention we are in favour of the government
22 trade schools if they close down the private schools.
23 We don't want a trade school and the private school. We
24 are in favour of the trade school only if they will close
25 private schools and they will be trained properly.

26 MR. THOMPSON: You can also demand
27 standards for private schools.

28 MR. PATENAUDE: We have affidavits we
29 presented to the Government and this affidavit deals with
30 all kinds of ways that that particular school broke the
law and nothing was done on it.

MR. THOMPSON: If you had regulations
and standards for private schools, and I am thinking of



your principle of free enterprise, wouldn't you prefer, if there were high standards, that this should be done by free enterprise rather than by the Government?

MR. PATENAUDE: I would like to answer you maybe by another question. If you are for free enterprise yourself would you hand over the primary school education of your children to a private school, let's say one that is run in this manner? We are not at the moment; we are handling it through the Government.

MR. SNIVELY: Could we read the affidavits? It would enlighten the Committee quite a bit.

MR. MILLS: You ask why we were in favour of government schools in preference to private schools. Now, this is very simple. When your student goes to a private school they are not interested in his future, they are just interested in getting his tuition fee whereas students going to a government school and returning to us; we are interested in the welfare of our customers to the extent that we will further his education in the trade. We are not going to let a student work on a man without supervision and, if necessary, finish the haircut to our satisfaction.

THE CHAIRMAN: Where do people get the students from?

MR. MORIN: Suppose you have a son who wants to learn the barbering trade; does he go and find himself a job?

THE CHAIRMAN: How do they get people?

MR. SNIVELY: I took my apprenticeship in my father's shop and it was almost seven years to the



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4 day from when I started in the shop until we felt, between
5 my father and myself, that I was ready to take my test.
6 It took me seven years before I felt I was ready for the
7 test. How can these fellows take the examination after
8 seven months in a barber school?

9 MR. CARRUTHERS: Suppose you refuse?
10 The judging is going on and you say, "I'll have nothing
11 to do with it."

12 MR. PATENAUDE: That wasn't up to me.
13 It was up to the government representative. I pointed it
14 out to her.

15 MR. CARRUTHERS: There is a government
16 representative there?

17 MR. PATENAUDE: They look after the
18 theory part. I was there and observed what was going on
19 and I didn't agree with it. I could have been told to
20 "Buzz off." I told the government representative this
21 shouldn't be going on.

22 THE CHAIRMAN: You could have turned
23 people down on their actual work.

24 MR. PATENAUDE: The examiners have no
25 way of knowing if you turn a man down or refuse him or not
26 whether the Government accepts it or not. In many cases,
27 examiners have been known to turn them down but several
28 days later he has had his certificate.

29 THE CHAIRMAN: You are appointed from
30 your Association?

31 MR. PATENAUDE: Well, names are
32 submitted.

33 THE CHAIRMAN: You couldn't stop a man



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4 from moonlighting? In a man's own home, for instance, if
5 the next-door neighbour wants to go through for a barber
6 and I had five or six children there is nothing to stop
7 him from practising on these children?

8 MR. PATENAUDE: If he is in his own
9 home.

10 MR. MILLS: Would you let a medical
11 student practise on your children?

12 MR. FOURNIER: Referring to your brief
13 you send out on manpower training; you wanted to know
14 why people were quitting school early and was there
15 enough trade schools to handle people. For instance, you
16 say a boy sixteen years old doesn't want to go to school
17 any more so he is out trying to get a job. He takes a
18 job paying \$30 or \$35 a week and he says he isn't getting
19 any further. He says, "I will get a trade which is easier.
20 I can be a barber in seven months. I can't be a mechanic.
21 I can be a barber in seven months. I can come out, get a
22 certificate of qualification and I am a barber." This
23 looks pretty nice. I know. I was one of these fellows.

24 THE CHAIRMAN: You can read lots of
25 these advertisements. I have seen lots of them. Learn
26 it in six months.

27 MR. FOURNIER: The class I was in I
28 took my course learning the trade in Manitoba. I spent
29 six months in school and after I came out of the school
30 I had to work as an improver for 18 months with an employer.
After I served 18 months, and I had to prove with signed
notes, if I worked for five different shops I had to prove
with the Labour Department I had worked so many months in



each shop totalling 18 months.

And then I went for another examination and was issued a certificate. In Ontario I think very few have been failed. We think that there should be legislation that they must serve an apprenticeship of three years. It doesn't apply to the private schools.

THE CHAIRMAN: I think we in the Committee know your problem and sympathize with your problem. We ask you all the reasons why because there are two sides to any story. To me a barber is a man who can cut hair and if the barber shop is clean this is the man I go to. If he had certificates it wouldn't mean anything to me.

MR. FOURNIER: In other words, you have your mind set before we walked in?

THE CHAIRMAN: Definitely not. I think we have heard enough briefs here from the trade school. We went through the trade school. We know what the set-up is. I can understand your problem with trade schools.

MR. MORNINGSTAR: How long ago were you there?

THE CHAIRMAN: Seven-and-a-half years.

MR. GISBORN: On page 3 you refer to employer barbers as follows:

"It is common practice for employer barbers in Ontario to 'rent' chairs to employees rather than hire them at proper wage and commission rates, mainly for the purpose of escaping



each shop totaling 18 months.

and then I went for another examination

and was issued a certificate. In Ontario I think very

few have been failed. We think that there should be

legislation that they must have an apprenticeship of

three years. It doesn't apply to the private schools.

THE CHAIRMAN: I think we in the

Committee know your problem and we sympathize with your

problem. We ask you all the reasons why because there

are two sides to any story. Is not a barber is a man who

man I go to. If he had certificates it wouldn't mean

anything to me.

MR. TOWNSEND: In other words, you have

your own set before we walked in.

THE CHAIRMAN: Definitely not. I think

we have heard enough protests from the trade schools.

We went through the trade school. We know what and

second is. I can understand your problem with trade

schools.

MR. TOWNSEND: Yes, and why were

THE CHAIRMAN: Seven-and-a-half years.

MR. TOWNSEND: On page 3 you refer to

employer barbers as follows:

It is common practice for employer

barbers in Ontario to treat chairs

to employers rather than hire them at

proper wage and commission rates.

mainly for the purpose of securing



from vacation with pay provisions,
unemployment deductions, income tax
requirements and Ontario Workmen's
Compensation Act requirements."

What is the status of the employer
barber in organizations; I thought they were all part
of the organization? You have no control over them?

MR. FOURNIER: We have employers and
employees. There is only one place in Ottawa that
employers have separate meetings from employees whereas
every other they sit in the same meeting.

MR. GISBORN: Weren't you able to
convince them that they shouldn't instead of the Govern-
ment doing it?

MR. FOURNIER: We are concerned not
only with people in our organization. We are concerned
with people who are not in our organization, too.

MR. GISBORN: You haven't got the
problem in your organization?

MR. SNIVELY: We are in the minority.

MR. GISBORN: What percentage?

MR. FOURNIER: As organized people we
feel we are the majority. As organized people, as any
group of people in the province. There is one item here
I don't think we mentioned and this was on page 2 regar-
ding the qualifications of examiners. This gentleman
over here, Mr. Carruthers, was talking to Mr. Patenaude
about an examiner; what good is he. Even though he fails
a man in an examination the department turns around and
passes him, anyhow. We would like to have some kind of

For you see, we are not organized
in any way, and we are not organized

"Organization for the people"

There is no such thing as an organized

body in organization. I thought they were all

of the organization, but now we know that

the people are not organized and

employees. There is only one place in which they

employees have organized, and that is in the

every other day in the same meeting.

the people are not organized, but

convince them that they are not organized

were doing it.

the people are not organized, but

only with people in our organization. We are concerned

with people who are not in our organization, too.

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4 direction from the Department of Labour to the examiners,
5 some sort of a training program of some sort so that they
6 could point out to the examiners just what they are
7 supposed to do. As it is now they have no direction
8 whatsoever. He is handed a paper; 32 questions on that
9 paper and he is supposed to mark it one to ten points for
10 each item he goes through. Now, there is no basis to say
11 he should give so many points off, five points, if he
12 nicks a customer on the ear. Whether a man fails them or
13 not it doesn't matter if he fails them or not - the
14 Department issues a certificate.

15 Mr. MacNeill told us those questions
16 are loaded questions. He could tell by looking at the
17 examination paper where that examiner was trying to fail
18 this particular man. I don't know what kind of answer
19 this is; it is pretty vague to me.

20 PROF. LOGAN: What position has an
21 examiner?

22 MR. FOURNIER: A man who has been in the
23 trade for a number of years and who knows the barbering
24 business thoroughly.

25 MR. PATENAUDE: No less than ten years
26 at the barber trade. The big thing is the examiner has
27 no direction. If he thinks he turns them down and yet
28 the next day or a few days after he sees a man with a
29 certificate I feel the Government are giving this man the
30 job of being an examiner is just using him.

31 --- Recess



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4 THE CHAIRMAN: Are there any further
5 questions? If not, gentlemen, I want to thank you for
6 coming here this afternoon and presenting this brief
7 and talking with us. I think we know some of your
8 problems and I think, perhaps, there will be some recom-
9 mendations made to the Legislature.

10 MR. FOURNIER: You don't need the affi-
11 davits?

12 THE CHAIRMAN: I don't think so.

13 MR. FOURNIER: If there were any other
14 questions that you would like to direct to this organiza-
15 tion could you be in touch with us?

16 THE CHAIRMAN: Definitely.

17 MR. FOURNIER: And we would be happy to
18 answer any questions.

19 THE CHAIRMAN: Definitely, sir. We do
20 thank you for being here.

21 MR. MILLS: I think the affidavits are
22 important.

23 THE CHAIRMAN: That is what I want to
24 stay away from; the barbering school. We are interested
25 in the apprenticeship end of it.

26 MR. GISBORN: I don't know that I can
27 agree with you on that. We can be interested in whether
28 or not these private schools are doing the job they are
29 supposed to be doing for the people of Ontario and I think
30 if they want to they should file the affidavits.

THE CHAIRMAN: If they are filed here
we will put them in the record.

MR. FOURNIER: I have the originals.



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4 There are copies on file with the Department of Labour.

5 THE CHAIRMAN: You file them and our
6 reporter will see you get them back.

7 MR. SMITH: I am sure if you saw these
8 affidavits you will get a better picture.

9 MR. FOURNIER: Do you want me to read
10 them?

11 THE CHAIRMAN: Yes.

12 MR. FOURNIER: January 11th, 1961. TO
13 WHOM IT MAY CONCERN: This is to certify that I, Mark
14 McKenny, 223 Gloucester Street, Ottawa, in company with
15 Mr. Jean Guy Denis, 225 Carruthers Street, Ottawa, on the
16 10th of January, 1961, visited the Bondy Barber School,
17 62 George Street, Ottawa, for the express purpose of
18 making observations in respect to the operation of the
19 school.

20 Upon entering the school I noted that
21 one of the instructors was engaged in handing out tickets
22 which entitled the holder to service in his turn. I and
23 Mr. Denis each received a ticket. At no time did I
24 observe this instructor do anything other than in effect
25 act as a receptionist. He at no time instructed students
26 on the chair or otherwise.

27 Upon being assigned to a student for
28 service, the student immediately began to cut my hair.
29 After exactly twelve minutes the student called "check
30 number seven" when an instructor came and checked the
haircut. The instructor then proceeded to finish up the
haircut, after which I was released from the chair without
the student doing any further work on my hair.



Mr. Denis was assigned to chair number 30. In exactly fifteen minutes the student cutting the hair of Mr. Denis called "check number thirty" when an instructor came and checked the haircut. The instructor then proceeded to finish up the haircut, after which Mr. Denis was released from the chair without the student doing any further work on Mr. Denis' hair.

At no time did I observe an instructor standing at the chair of a student instructing or advising a student in respect to his work.

The average time spent by a student on a haircut was 12 to 15 minutes.

Instructors do finish haircuts.

At no time did an instructor stand at the chair of which I was the occupant and instruct the student, neither did I observe an instructor do so in any other instance.

The above statement I do declare to be entirely truthful, and I herewith sign my name to that effect.

Signed: Mark McKenny

Witnessed.

Jean Guy Denis

Sworn before me at the City of Ottawa, in the County of Carleton, this 21st of February, 1961.

Signed. M.W. Wright, Notary Public in
and for the Province of Ontario.

December 14/1960 - Ottawa, Ont.

To whom it may concern:

I, John Messerschmidt, do hereby declare



that I attended the Bondy Barber School in Ottawa from March 1st, 1960, to August 26, 1960. The following is my personal views of the Bondy Barber School.

Before the Labour Dept. has an examination which is on an Wednesday, on Tuesday, the day before, the students clean the school completely, wash windows, sinks, cabinets, even dust the fluorescent lights and fixtures.

If the school was busy the students would not attend theory class; they would keep on working.

Knowledge of cutting different types of hair or different methods is limited.

It is my opinion that the Bondy School is interested in making money rather than teaching or properly instructing students in their work.

Example: when I worked on the cash Mondays and Tuesdays there would be approximately 200 people a day were serviced in the school.

On Thursdays, Fridays and Saturdays approximately 300 people a day come into the school and receive services.

It is also my opinion that instructors should be experienced barbers of at least 1 or 2 years instead of a graduate who worked less than a year at the trade.

Signed. J. Messerschmidt.

Sworn before me this Fourteenth Day of December, 1960. Signed. George S. Macdonald, Commissioner of Affidavits.



1823

OTTAWA, Ontario - 19th January, 1961.

To whom it may concern

On Monday the 9th day of January, 1961, I, Gerald Burelle of 110 Rochester Street, Ottawa, accompanied by Mr. Rolland Clermont of 109 Rochester Street, Ottawa, entered the Bondy Barber School, at 62 George Street, to acquire information regarding the operation of the school.

Upon entering, I was shown to a chair, where a student took twenty minutes to cut my hair, after which time the student called the instructor over to finish the haircut. Other than finishing the haircut, at no time did an instructor supervise the progress of the student.

There was four customers waiting while I was having my haircut.

I certify the above statement to be true to the best of my knowledge.

E. Hurtubite(?) Signed. Mr. Rolland Clermont
Witness. Mr. Gerald Burelle

Ottawa, Ontario. February 14, 1961.

The following statement is my personal views of the Bondy Barber School at 62 George Street, Ottawa, Ontario. I, J.E. Monette attended this school from March 1st, 1960 to August 26, 1960.

My experience has been that there was to many customers to be done at certain times for example Fridays and Saturdays.

When the school was busy no time was



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4 taken to teach theory, they seemed only concerned in
5 getting the customers out as fast as possible.

6 It is my opinion that I did not receive
7 enough instructions of different types of haircuts.
8 Another thing I did not like was the cleaning of sinks,
9 floors and so on. I was paying to learn the barber trade
10 not learning how to be a janitor.

11 Not enough instructions were given at
12 the school to the students. Now that I am working in a
13 barber shop I find I have learned more in the barber shop
14 in a short time than I was taught in 6 months at the school.

15 Instructors do finish haircuts. It
16 has been my experience that when I was looking for a job
17 in Ottawa I soon found out that I did not have sufficient
18 experience to hold the job. It is only because I have
19 an understanding boss now, and he is showing me a lot I
20 did not learn at the Bondy school, that I am able to
21 continue to work.

22 The above information I swear is True.
23 SWORN BEFORE ME at the City of
24 Ottawa, in the County of Carleton,
25 this 1st day of March, A.D. 1961.
26 A Commissioner etc.

27 MR. PATENAUDE: I want to thank you for
28 receiving us.

29 --- Hearing adjourned.
30

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